DOCUMENT RESUME

ED 229 594 CE 035 905

TITLE	Writing in Vocational Education.
INSTITUTION	Corvallis School District 509J, Oreg.; Oregon State Univ., Corvallis. Vocation-Technical Education Unit.
SPONS AGENCY	Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE	83
NOTE	131p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Classroom Techniques; Guidelines; Instructional Materials; Learning Activities; Letters (Correspondence); *Notetaking; Paragraph Composition; *Revision (Written Composition); Secondary Education; Sentences; Student Evaluation; Teaching Methods; *Vocational Education; *Writing (Composition); Writing Improvement; Writing Instruction; *Writing Skills
IDENTIFIERS	*Proofreading

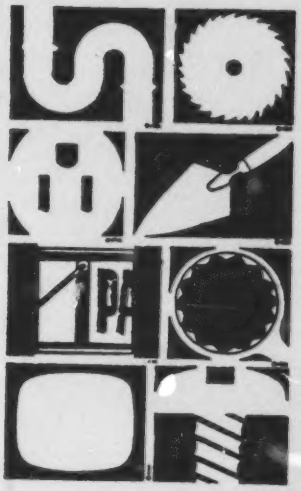
ABSTRACT

This handbook is designed to help vocational teachers promote the development of student writing skill in vocational programs. Covered in the first section are methods of evaluating writing assignments. The next six sections are organized around the following major areas of writing: sentences, paragraphs, composition, correspondence, summary, and notetaking. Addressed in the final section are rewriting, editing, and proofreading. Each section contains activities that can be duplicated or adjusted to meet the needs of specific vocational classroom situations. Included among the activities provided are exercises geared to students in business, electronics, home economics, auto mechanics, metal shop, and drafting courses as well as activities dealing with writing technical papers, resumes, letters of inquiry, order letters, and claim letters. Several cross-curricular activities are also provided. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED229594

WRITING IN VOCATIONAL EDUCATION



Developed By

Corvallis School District

Vocational-Technical Education Department
Oregon State University

Division of Vocational Education
Oregon Department of Education

CE 035 905

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S J Case

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ASSUMPTIONS

-Vocational teachers have knowledge and skills in written language usage.

-Vocational teachers want to help students increase their skills in written language usage and expression.

-Language usage and expression is an essential part of vocational training.

STATEMENT OF ASSURANCES

It is the policy of the Oregon Department of Education that no person be subjected to discrimination on the basis of race, national origin, religion, sex, age, handicap, or marital status in any program, service, or activity for which the Oregon Department of Education is responsible. The Department will comply with the requirements of state and federal law concerning nondiscrimination and will strive by its actions to enhance the dignity and worth of all persons.

This document was developed pursuant to a grant from the Oregon Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Oregon Department of Education, and no official endorsement should be inferred.

1983

PREFACE

This handbook was developed to assist vocational teachers in helping students improve their written communication skills. Most of the procedures explained in the handbook can be adopted to any vocational class.

The Corvallis School District and the Vocational-Technical Education Department at Oregon State University worked together to develop and test the ideas in the handbook. This effort was made possible through a grant from the Oregon Department of Education.

Our goal was to give you some practical assistance in working with your students. The ideas in this handbook have worked for the teachers who have tried them. We sincerely hope that you will find these ideas useful.

TASK FORCE PARTICIPANTS

September 1, 1982 - December 31, 1982

Corvallis School District 503J Staff

Gary Christenson
English Resource Teacher

Ada Fancher
Vocational/Career Education
Resource Teacher

Peggy Freed
English Instructor
Crescent Valley High School

Audrey Kessler
Business Instructor
Corvallis High School

Babs McGauhey
English Instructor
Corvallis High School

Fran Osburn
Business Instructor
Crescent Valley High School

Consultants

Alan Schultz, Specialist,
Program Improvement/Data
Division of Vocational
Education, ODE

Frank Mazzio, Specialist,
Language Arts Education/
Foreign Languages, Division
of General Education, ODE

Dean Herman, Specialist
Business, Office & Marketing
Division of Vocational
Education, ODE

Wayne Johnson
Career/Vocational Education
Coordinator, Linn Benton ESD

Larry J. Kenneke, Project Director

Margaret F. Stamps, Project Co-Director

ORIENTATION TO THE HANDBOOK

Purpose

The purpose of this handbook is to help vocational teachers promote the development of student writing skills in vocational programs.

Handbook Organization

The handbook is divided into seven major sections. The first section describes methods of evaluating writing assignments. The next six sections are organized around the major areas of writing: sentences, paragraphs, composition, correspondence, summary, and note-taking. The last section describes rewriting, editing and proofreading.

Using the Handbook

First, review the Table of Contents and then skim the remainder of the book. Second, identify those sections that would be most beneficial for you and your students. Third, read the identified sections and select an appropriate activity. In each section, there are activities that can be duplicated or easily adapted to your specific needs. For example, Section One contains several grading forms that can be used in evaluating student writing.

WHY WRITING IN THE VOCATIONAL CLASSROOM?

The article "Why Johnny Can't Read" created many questions. The public became incensed that public education was not doing its job. Closely following this sensational article was another, "Why Johnny Can't Write." The verbal skills of students are weak. Educators recognize that a problem exists; however, the correction of poor verbal skills is a complex problem which cannot be solved by English teachers alone. For a satisfactory solution to the problem, educators must provide instruction in English usage and infuse the teaching and reinforce language skills in all high school level courses.

Studies have shown that the business world requires a high percentage of communication activities in exchange of oral and written information. Susan Stromberg, liaison with business for the United States Department of Education, indicated at the Oregon Business Education Conference, 1979, that businesses wanted students who had good language skills.

She further stated that businesses were willing to hire language arts students whom they could train in their organization. It is essential that vocational educators assist students in using effective communication skills within their occupational area.

Students must be taught formal and informal writing skills. Technical and concise language usage with the occupational discipline is very necessary.

The integration of skills into the vocational classroom is needed. Communication skills should not be relegated to only incidental learning. Specific implementation of writing activities should be made in the instructional plans of every course. A concerted effort by vocational educators will help perfect students' communications skills.

TABLE OF CONTENTS

Page

Preface....i

Task Force Participants....ii

Orientation to the Handbook....iii

Why Writing in the Vocational Classroom?....iv

SECTION I EVALUATION OF WRITING....1

Introduction....3
Writing Policy....3
Grading Forms....5
Correction Marks....9

SECTION 2 WRITING CORRECT SENTENCES....13

Introduction....15
Cross Curricular Activities....16
Tutor Cards....16
Peer Tutoring....17
Small-Group Sessions....17
Dictated Word Recognition....18
Vowels....18
Word Choice....18
Words Containing EA....19
Sentence Level Composition....19
Rewriting Instructions in Sentence Form....20
Problems in Sentence Structure....20
Spelling Demons....25
Baseball Spelling Game....25
Spelling Bee....25
Vocabulary Game....26
Business Education Activities....28
Guides....28
Sentence Response....28
Word Choice....29
Electronics Activity....30
Home Economics Activity....31

Page

SECTION 3 WRITING CORRECT PARAGRAPHS....33

Introduction....35
Cross Curricular Activities....36
Response to Topics....36
Summary....36

SECTION 4 WRITING COMPOSITIONS....37

Introduction....39
The Essay....40
The Technical Paper: Providing Information....42
The Technical Paper: Describing a Process....44
Cross Curricular Activities....47
Process Topic Sentences....47
Directions....48
Metal Shop Activity....51
The Technical Paper: The Project Proposal....53
Suggestions for Writing....54
Proposal Example....55
The Technical Paper: The Progress Report....57
Suggestions for Writing....58
Progress Report Example....59
The Technical Paper: The Investigation Report....61
Suggestions for Writing....62
Investigation Report Example....63

SECTION 5 WRITING CORRESPONDENCE....65

Introduction....67
Letter of Application....68
Guidelines for Application Letter....69
Sample Letter....70
Resumes....71
Outline of Data Sheet....72
Traditional Style Resume....73
Job Specific Style Resume....74
Tailored Application Letter/Resume....75
Action Verbs for Letters of Applications and Resumes....76
Application Forms....80
Sample Application....81
Cross Curricular Activity....83
Letter of Inquiry....84
Sample Letter of Inquiry....85

Page

SECTION 5 WRITING CORRESPONDENCE (Continued)

Letter of Request....86
Cross Curricular Activity....87
Electronics/Metals Shop Activities....90
Order Letter....91
Cross Curricular Activity....91
Sample Order Letter....92
Auto Mechanics Activity....93
Drafting Activity....94
Electronics Activity....94
Metal Shops Activity....95
Order Forms....96
Drafting Activity....96
Electronics Activity....97
Metal Shops Activity....98
Claim Letter....99
Cross Curricular Activity....99
Auto Mechanics Activity....103
Electronics Activity....104

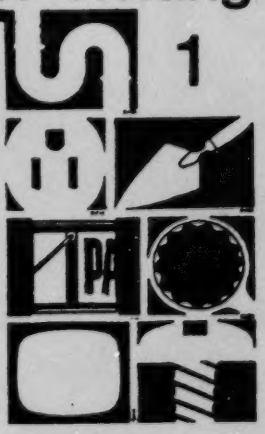
SECTION 6 SUMMARIZING AND TAKING NOTES....105

Introduction....107
Summarizing....107
Notetaking: Telephone Messages....108
Cross Curricular Activities....110
Recording Telephone Messages....112
Giving and Receiving Instructions....113
Paraphrasing....113
Rewriting Information....114
Composing from Notes....114

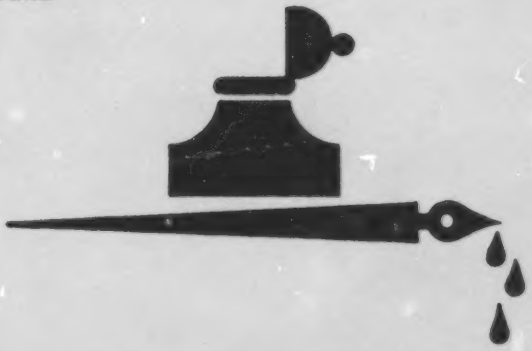
SECTION 7 REWRITING, EDITING, PROOFREADING....115

Introduction....117
Rewriting and Editing....117
Proofreading....118
Cross Curricular Activity....120

Evaluation of Writing



The Information Age---Will today's vocational students be ready for it?



Students are often given a written assignment in vocational classes. Many districts have established writing policies and/or procedures to be used in all subject areas. The following guidelines, used in evaluating students' writings, are from the Corvallis School District. These are minimum expectations for students in grades 4-12. The guidelines are considered minimum expectations; each school and individual teachers may expand on this policy. These policies may serve as a reference for inclusion in your program.

WRITING POLICY/GRADE 4-12
Corvallis School District 509J

Part I: Paper Format

1. Write the standard heading in the upper right hand corner:
   Name
   Course Title, Period (when appropriate)
   Date
2. Label or title all papers.
3. Write major papers on one side of the page.
4. Write major papers in blue or black ink or type them.
5. Maintain standard margins.

Part II: Basic Writing Requirements

1. Capitalize--a) the first word of every sentence, b) proper nouns, c) the important words in titles.
2. Use appropriate end punctuation--the period, question mark, or exclamation point--to end every sentence.

3. Use standard punctuation within sentences.
4. Eliminate sentence fragments, run-ons, and comma faults.
5. Spell correctly.
6. Underline or use all capitals for the titles of books, magazines, newspapers, full-length plays, long poems, and movies.
7. Enclose in quotation marks the titles of short stories, chapters, articles, essays, one-act plays, short poems, and songs.
8. Write out a number when it begins a sentence.
9. State the main idea of an expository paper in the first paragraph.
10. Proofread all writing. (Reading the paper aloud is very helpful.)

Part III: Common Writing Errors

1. Eliminate from all writing
   a. "alot: (misspelled) or "a lot" (over used),
   b. "The reason is because. . ." (redundant),
   c. "Well" as the first word of a sentence,
   d. "Would of" (use "would have") and "should of" (use "should have"),
   e. "real" and "sure" as adverbs,
   f. Unnecessary parentheses.

2. Spell and use the following words correctly:

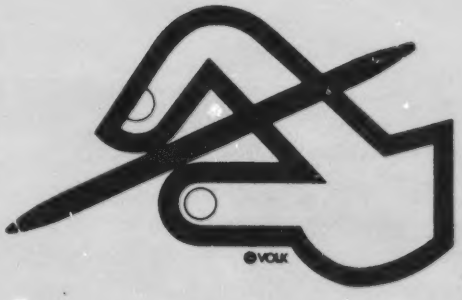
a. all right (not alright)	i. you're (for "you are")
b. there	j. its (possessive)
c. their (possessive)	k. it's (for "it is")
d. they're (for "they are")	l. accept (to receive)
e. to	m. except (but)
f. two (the number)	n. affect (to influence)
g. too	o. effect (result)
h. your (possessive)	

Part IV: Documentation

1. Use quotation marks to enclose direct quotations.
2. Use a list of sources or a bibliography at the end of papers when references are used.
3. Use a standard format for footnotes and documentation.

Part V: General

1. All teachers will provide their students with a vocabulary and spelling list of words important to the subject they teach. Students should learn to use and spell these words.
2. There should be at least five dictionaries in every classroom. Students should be encouraged to use them.



To comply with the policies or procedures established by your school, written assignments should be graded for English expression and language mechanics as well as for subject matter content. Vocational teachers are encouraged to grade all writing by either giving two grades--one for the content and one for language usage--or by giving one grade with the inclusion of language usage along with the content.

The following grading forms are examples of including the language usage along with the subject matter content. The percent possible may be given any value the instructor wishes. The criteria for grading may also be adapted to your occupational area.

Example A gives a simple five (5) point scale with a weighted evaluation for three major areas of content, expression, and language mechanics.

Example B gives a percentage possible for each criteria. A column is also provided for rewriting since students learn best by correcting their problems.

In grading any writing, it is essential that the errors be marked and brought to the attention of the students so that they may improve their future writing.

GRADING FORM*
Example A

1--Poor 2--Weak	3--Average	4--Good	5--Excellent
Quality and development of ideas	1 2 3 4 5		
Organization, relevance, movement	1 2 3 4 5	_____ Subtotal x 5 =	_____
Style, Flavor, individuality	1 2 3 4 5		
Wording and phrasing	1 2 3 4 5	_____ Subtotal x 5 =	_____
Grammar and sentence structure	1 2 3 4 5		
Punctuation	1 2 3 4 5		
Spelling	1 2 3 4 5		
Manuscript form and legibility	1 2 3 4 5	_____ Subtotal x 1 =	_____
	Total Possible	_____%	_____%

Taken from Diedrich's Scale for Grading Written Assignments. (Paul Diedrich, Measuring Growth in English, Champaign-Urbana, Illinois: NCTE, 1972)

SCORING SHEET FOR WRITTEN ASSIGNMENTS: PART I
Example B

Name_____ Date_____

Criterion	% Possible	% Earned	Rewrite % Earned
Subject developed in the assigned length	5		
Central idea stated in introduction	10		
Central idea supported through example, definition, description, comparison or contrast	10		
Terms defined	10		
Subject developed coherently	10		
Organization	10		
Language skills (See reverse side)	45		
TOTAL	100		

Instructor's Comments:

_____

_____

_____

_____

SCORING SHEETS FOR WRITTEN ASSIGNMENTS: PART II
LANGUAGE SKILLS

Criterion	% Possible	% Earned	Rewrite % Earned
Correct use of verbs	5		
Complete sentences	5		
Appropriate vocabulary	5		
Correct punctuation	5		
Correct capitalization	5		
Correct spelling	10		
Appropriate style for intended audience: (Tone) (Length) (Variety)	10		
TOTAL	45		

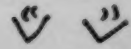
Instructor's Comments:

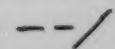
The following proofreader and correction marks are provided for your convenience. An important point is to have a system that aids the students in identifying writing errors. Practice applying these abbreviations. It won't take long for students to learn these marks.

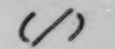
PROOFREADER MARKS

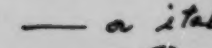
Cap or ≡	capital letter
lc or /	lowercase letter
sp	spell out
⊙	insert period
?/	insert question mark
!/	insert exclamation point
^,	insert comma
^;	insert semicolon
^:	insert colon
^'	insert apostrophe or single quotation mark

PROOFREADER MARKS


insert quotation marks


insert dash


insert parentheses


underline or italics

query to author

insert copy shown

insert space

delete or omit copy shown

close up space

transpose, turn around

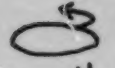
insert hyphen

new paragraph

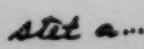
SS single-space

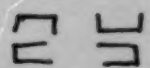
DS double-space

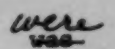
TS triple space


move copy as indicated

align copy

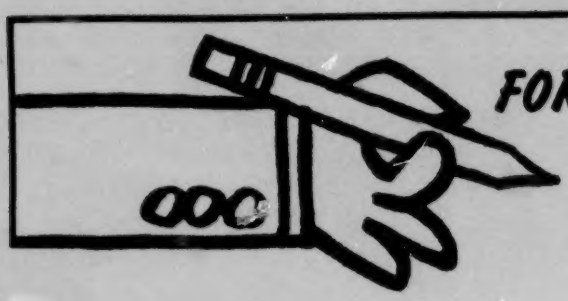

leave copy as is, restore to original copy


move copy in the direction of the bracket


change copy as indicated

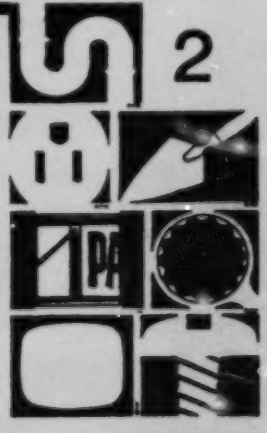
CORRECTION MARKS

ab	Write out word or use standard abbreviation.
agr	Make verb agree with subject or pronoun with antecedent.
amb	Revise to eliminate ambiguity.
apos	Insert or omit apostrophe.
awk	Revise to eliminate awkward working.
cap	Capitalize word or words.
no cap	Do not capitalize.
col	Insert or omit colon.
com	Insert or omit comma.
comp	Correct faulty comparison
cs	Correct comma splice.
dang	Correct dangling modifier.
dead	Eliminate deadwood.
div	Break word between syllables.
frag	Correct sentence fragment.
hyph	Insert or omit hyphen.
ital	Underline.
mis	Correct misplaced modifier.
ns	Revise to omit nonstandard usage.
¶	Begin new paragraph.
no ¶	Join this paragraph to preceding one.
paral	Revise to make construction parallel.
per	Insert or omit period.
ques	Insert question mark.
quo	Insert, omit, or correct quotation marks.
ref	Make pronoun reference clear.
rep	Revise to eliminate ineffective repetition or words, meaning, or sound.
run-on	Correct run-on sentence.
sem	Insert or omit semicolon.
sp	Correct spelling
tense	Correct error in tense
trans	Make transition clear.
wordy	Replace wordy expression with more precise words.
ww	Correct wrong word.



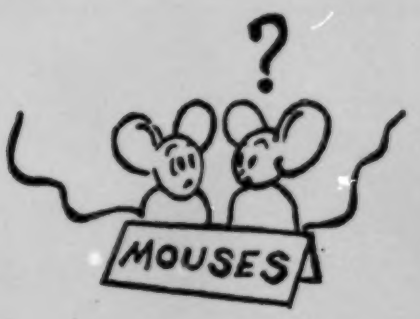
FOR YOUR NOTES

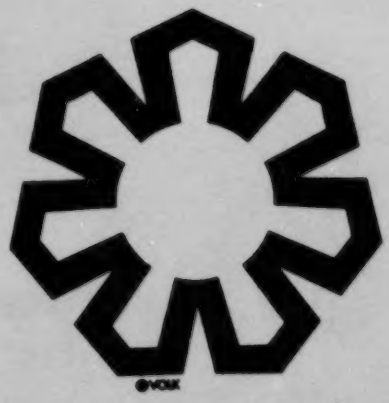
Writing Correct Sentences



SINGULARS AND PLURALS

We'll begin with a box and the plural is boxes,
But the plural of ox is oxen, not oxes.
The one fowl is goose, and two are called geese,
Yet the plural of moose should never be meese.
You may find a lone mouse or a whole lot of mice,
But the plural of houses is houses, not hice.
If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
If I speak of a foot and you show me your feet,
And I give you a boot, would a pair be beet?
If one is a tooth, and a whole set is teeth,
Why shouldn't the plural of booth be beeth?
If the singular is this, and the plural is these,
Should the plural of kiss be nicknamed keese?
That one would be that and three would be those,
Yet hat in the plural would never be hose.
And the plural of rat is rats, not rose.
We speak of our brother and also our brethren,
But though we say mother, we never say methren.
The masculine pronouns are he, his, and him,
But imagine the feminine--she, shis, and shim.
So the English, I think you all will agree,
Is the most wonderful language you ever did see.





For students to become proficient in writing correct and effective sentences, they need knowledge and skill in writing different types of sentences (simple, compound, complex) which include the following components:

1. Recognizing and writing phrases
2. Using modifiers correctly
3. Using correct comparisons
4. Recognizing appositives
5. Using verbs correctly in number, tense and voice
6. Selecting the correct pronoun
7. Using nouns correctly
8. Applying correct punctuation
9. Capitalizing words when needed
10. Using numbers correctly
11. Spelling correctly
12. Choosing appropriate words (vocabulary)

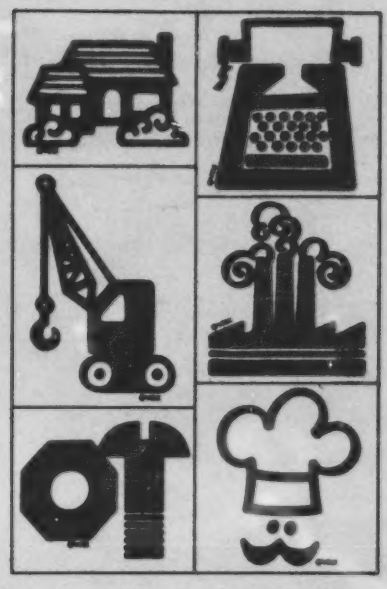
Three major areas recognized as problems for many students are:

1. Writing correct, complete sentences. To reinforce correct sentences, students need to be taught to avoid fragments, comma splices, and run-on sentences.

2. Spelling correctly.

3. Punctuating correctly. Classroom activities and exercises which include punctuation are very effective for reinforcing correct sentence structure.

Any activities that can be done in the classroom to correct these major problems would be helpful.



These activities can be used in all program areas.

TUTOR CARDS* - Students can make 5 x 3 index cards which illustrate the material. Use the following flash card technique:

- On one side of card is the faulty example.
- On the other side of the card is/are the correction/s and the rule/s.

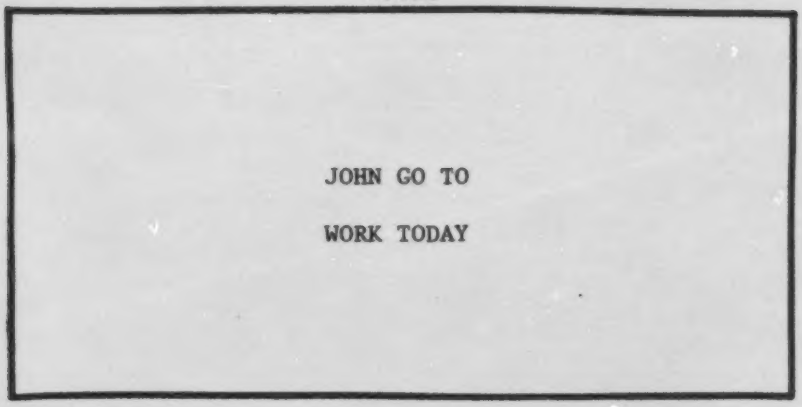
EXAMPLE:

Front: JOHN GO TO WORK TODAY.

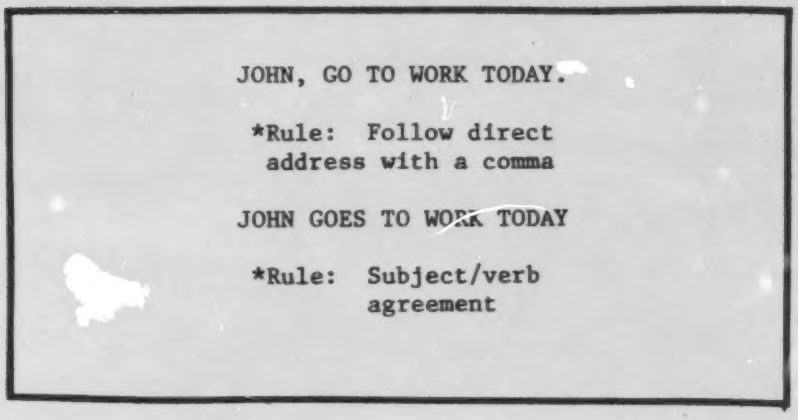
Back: JOHN, GO TO WORK TODAY. *(**Rule:** Follow direct address with a comma.)

JOHN GOES TO WORK TODAY. *(**Rule:** Subject/verb agreement.)

Front



Back



PEER TUTORING* - The teacher can pair students and have them work together on correcting sentence faults. They can help each other as needed or as directed. Students who have mastered the material can do the tutoring.

SMALL-GROUP SESSIONS* - In small group sessions, several students (three or four) join to discuss their writing problems. Students who know the material can tutor their peers. In such sessions, the students first identify and then review the materials with which they had difficulty.

Adapted in part by permission from Lawrence W. Erickson, "Using the Typewriter for Learning: Writing," TYPEWRITING AS A COMMUNICATION SKILL; South-Western Publishing Co., December 1976-January 1977, pp.149-151.

DICTATED WORD RECOGNITION

Instructions: Write or type each of the following words with the appropriate ending in the specified column.

Word	-ing	-ed
Cure		
Curl		
Back		
Pack		
List		
Face		
Chop		
Kick		
Edit		
Move		

VOWELS

Instructions: Insert the missing vowels in the following:

Dear _____: We h-v- r-c-iv-d y--r co-rte-s not of l-st M-nd-y. We -r- s-rry to h-ve sh-pp-d y--r -rd-r to y--r old -ddr-ss -nd h-pe th-t by n-w the p-ck-ge h-s -rr-v-d s-f-ly. Let -s kn-w if it d--s n-t -rr-ve t-d-y.

WORD CHOICE

Instructions: Insert meaningful words or length indicated by the blanks

_____: When --- we expect -- hear from --- concerning --- vacancy -- your Shipping Depart ----? It --- been three ----- since our letter was written -- you. You -------- to let us ---- from you within a ----. Cordially,

WORDS CONTAINING EA*

please	conceal	death	neatly
healthy	steak	upstream	instead
cream	treachery	weather	streak
steady	threat	weaken	seacoast
breaking	already	cheaper	greatest

Instructions: List words into three columns:

a. First Column: All the words in which the "EA" has a short "E" sound as in "red"

b. Second Column: All the words in which the "EA" has the long "E" sound as in "meet"

c. Third Column: All the words in which the "EA" has a long "A" sound as in "make"

SENTENCE LEVEL OF COMPOSITION

Writing Directions or Describing a Process
- Make up simple sentences
- Combine into complex sentences

EXAMPLE:

Instructions: Combine the two sentences below into once sentence:

- The oil is on the supply shelf.
- The shelf is on the right side of the storage room.

Answer: Possible combination sentence:

The oil is on the supply shelf on the right side of the storage room.

**Contributed by Judy Waterbury.*

REWRITING INSTRUCTIONS IN SENTENCE FORM

Instructions: Teacher reads to class:

> "I am going to read to you a list of instructions. Be sure to listen carefully. You are going to be asked to rewrite them in your own words, using complete sentences."

EXAMPLE:

How to decorate a cookie-monster cake:

Beat whipping cream until it forms stiff peaks.
Fold in blue food coloring
Using a spatula, apply blue whipped-cream to cake with short, quick strokes.
Provide two strawberries for eyes and 2"-3" banana slices for eyebrows.
Place a line of blueberries in an upward curve for his smile.

Instructions: After students have written the sentences, then have them proofread, then rewrite.

PROBLEMS IN SENTENCE STRUCTURE

Pre/post-testing is recommended for this activity.

Present material in regular class lecture and discussion. Present the term and its definition. Give examples of the error being discussed. Then show the student how to correct the error. Do some examples together in class. Next, provide students with copies of the exercises. Use the exercises following the example for class discussion and review upon completion.

EXAMPLE:

TERMS

Fragment: Incomplete sentences.

Example: Hiring a new secretary who can take 150 words a minute.
Changed: Hiring a new secretary who can take 100 words a minute is difficult.

Run-on: The writer joins complete sentences without conjunctions or periods. Periods are not inserted until the end of two or even several complete sentences.

Example: Mrs. Baker hired a new secretary he can take dictation at 100 words a minute.
Changed: Mrs. Baker hired a new secretary; he --

Comma-splice: A run-on sentence with a comma between the complete thoughts.

Example: Mrs. Baker hired a new secretary, he can take dictation at 100 words a minute.
Changed: Mrs. Baker hired a new secretary. He -------

and, and: The writer runs a series of complete sentences together connected by and's. No punctuation is used or a series of comma's are included.

Example: Joan went to high school and Mary was going to the university and they were both unhappy living at home and they moved to an apartment together but it cost too much.

Changed: Joan went to high school and Mary was going to the university. They were both unhappy living at home. Therefore, they moved to an apartment, but it cost too much.

CLASS EXERCISES

Independent (sentences)	Dependent (fragment)
a. Mr. Jones types a letter.	a. If Mr. Jones types a letter
b. The treasurer ran away.	b. Because the treasurer ran away
c. Her new dress cost $150.	c. Since her new dress cost $150
d. My dog eats table scraps.	d. As my dog eats table scraps

Fragments changed to a complete sentence:

a. If Mrs. Jones types a letter, he will surprise his supervisor.

b. They can't give the workers a raise because the treasurer ran away.

c. Since her new dress cost $150, she is unable to buy a new coat.

d. We don't need any dog food as my dog eats table scraps.

Part A*

The word groups below include both fragments and complete sentences. Notice how the fragments leave you with a feeling of incompleteness. You feel that a complete thought has not been expressed; something is missing. Write F in the blanks next to the fragments, add C next to the complete sentence.

_____ 1. If you do a good job on this project.

_____ 2. You will get a raise in salary after the first month.

_____ 3. Although most corporations use the services of an auditor to examine the books.

_____ 4. Some errors may never be found.

_____ 5. Synthetic fabrics are generally easy to launder.

_____ 6. Even though some stains never come out.

_____ 7. Before she became the manager.

_____ 8. Important papers were difficult to locate.

_____ 9. She will start to work for the new treasurer.

_____ 10. Now that Ms. Ramirez has completed the training period.

Part B*

Use the ten items in Part A to compose five proper sentences. Combine each fragment with one of the complete sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

*Reproduced in part with permission from Leila Smith, *ENGLISH FOR CAREERS. John Wiley & Sons, Inc., 1981, pp. 38-39.*

Part C

Use each fragment to compose sentences. Develop an independent thought to go with the fragment.

1. If Joan and May are late to work
2. Harry, the new supervisor
3. Mr. Jones, while riding his bicycle to work
4. Mr. Jones, who is the new employee
5. Mr. MacDonald's office, which is on the fourth floor

Part D

Following is a list of complete sentences. Change each of the sentences to include a dependent clause.

1. Shawn was happy in his work.
2. Kevin is the new supervisor.
3. Ms. Field supervises the office workers.
4. Miss Kirkelie runs the power saw.
5. The livestock were difficult to control in the storm.

SPELLING DEMONS

Five or ten spelling demons are placed on the board before class begins. Students type or write each word several times and also write the meaning of the word. As an assignment, the students are to compose sentences that will contain a clue as to the meaning of the word.

Example: Synchronized: The gears are synchronized so that the driver can shift from first to third or fourth to second.

BASEBALL SPELLING GAME:

Most students enjoy games, and games add interest to whatever is being studied. Since spelling activities seem to lend themselves to baseball, have your students play ball at the blackboard, using words that are appropriate to your curriculum.

A large baseball diamond is drawn on the board. The teacher is the "pitcher." The class divides into teams, and a student comes to "bat." The teacher "pitches" a word which the student will be instructed to write. If the student writes the word correctly, the student advances to first base. When a student advances to first base, the next team member comes to bat. The teacher then "pitches" another word, and both of the students write this word. The student who writes the word correctly, advances to the next base. If both of the students write the word correctly, they both advance a base. If a word is written incorrectly, the student is "out," and another member of the team comes to bat. Three "outs" and the next team is up. The team to score the most points (by advancing around all the bases and coming home) wins.

Spelling Bee

Students form two teams. First team member spells the word; second team member explains the definition. The second team's second member spells the next word: the first team's second member defines it. All definitions must be in complete sentences. Each member is given one minute in which to complete the task. Allow twenty minutes for spelling bee. Hand out words with definitions on Monday and have the students spell the words on Friday.

For additional check on retention, have students answer a short true/false quiz or a matching quiz.

VOCABULARY GAME*

Vocabulary games to use in class can provide a needed break from regular class work and, at the same time, provide a review of vocabulary words. One example is a game called **VOCAB**, which is similar to Bingo. Its purpose is to strengthen the students' ability to recall the definitions of vocabulary words.

a. Give the students a list of the words ahead of time for their review.

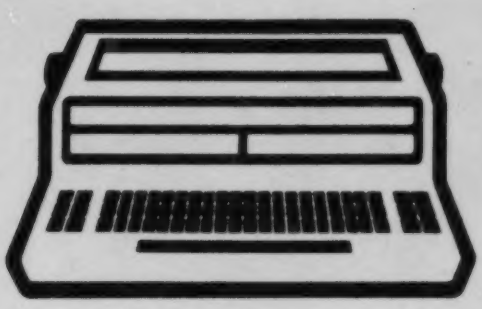
b. On game day:

- After receiving the **VOCAB** card, the student selects 25 words to fill in the squares.
- Read the definitions one at a time. If students can correctly match the definitions to one of the words on the card, a marker is placed on the word.
- The first student who correctly matches the definitions with a line of words (similar to winning Bingo), is the winner of the game.

**Taken from Robert A. Schultheis and Kay Napoli, "Strategies for Helping Poor Readers in Business Subjects," BUSINESS EDUCATION FORUM, November 1975, p. 10.*

V O C A B

Taken from: *Schulthesis, Robert A. and Kay Napoli. "Strategies for Helping Poor Readers in Business Subjects", Business Education Forum, November, 1975, p. 10.*



GUIDES

Students can develop a better understanding of the mechanics of writing by typing basic grammar, punctuation, captilization, number expression, and word-division guides as presented in typing texts.

The teacher can have the students type the guides in a composition setting using the following procedures:

- Read the guide
- Type it in their own words
- Type an illustration of their own creation

SENTENCE RESPONSE*

Composing at the typewriter. Type a complete sentence to answer each of the following dictated questions:

- Do you think hitchiking should be made illegal?
- What do you think about food prices?
- What country do you think is the United States greatest ally?
- If you had a choice of a foreign country to visit, where would you like to go and why?
- What do you think of the 55 miles per hour speed limit?

To expand this exercise, ask for a two or three sentence response.

Contributed by Judy Waterbury.

WORD CHOICE - (Shorthand)

Fill-in-blank drill

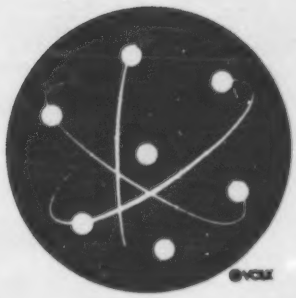
Students are to try and fill in the blanks with appropriate words: The words are to be written in shorthand.

Dear _____: Thank you for your invitation to the _____ Convention from Thursday _____ _____ to Saturday _____ _____ at the _____ hotel. As a _____ teacher at _____ High School, I shall be _____ to be there. I always attend the meetings and am sure that this combined meeting will be twice as _____. My department coordinator _____ _____ also plans to attend. I _____ to seeing you on November _____.

Sincerely yours.

Variation:

The teacher might want to dictate appropriate words to fill in the blanks and then have the student use those words when transcribing the letter into correct form.



VOCABULARY AND SPELLING IMPROVEMENT*

Student will correctly use each of the following electronics/electricity terms showing that they fully understand the meaning of the term.

Instructions to students:

Look up the definition of the word if you do not know the meaning.
Use each term in two sentences.
Make sure you understand the meaning as it applies to electronics.
Make sure you can spell these terms and understand their meanings as there will be a test on them at the end of the unit.

1. cadmium
2. calibrate
3. capacitor
4. capacity
5. cascade
6. cell
7. center-tap
8. charge
9. chassis
10. circuit
11. circuit breaker
12. coil
13. condenser
14. conductor
15. conduit

**Contributed by Vocational Village, Portland Public Schools.*

VOCABULARY--FOOD SERVICE*

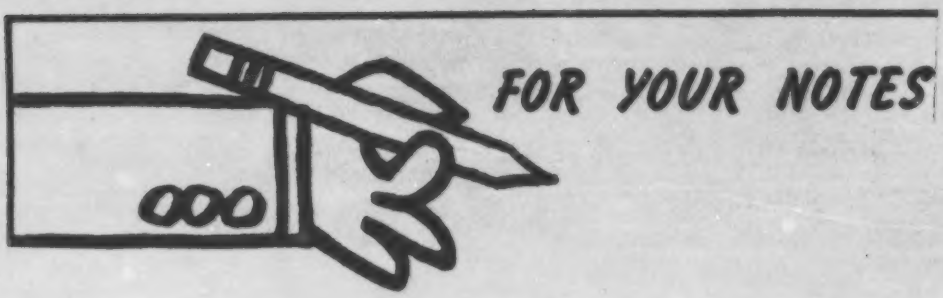
The object is for the student to be able to comprehend the informational reading materials appropriate to the educational, vocational, or personal needs or interests of that student.

Instructions to students:

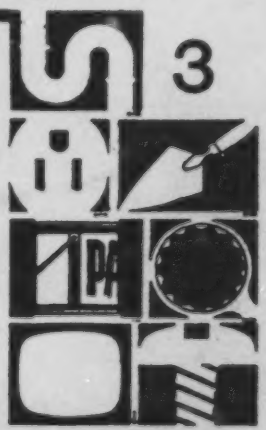
Look up the definition of the term if you do not know its meaning. Use each in two sentences that demonstrates your knowledge of the meaning of the term.

1. to bread
2. buffet
3. cafe au lait
4. canape
5. carte du jour
6. coddle
7. colander
8. compote
9. condiment
10. consomme
11. creole
12. crepes
13. doggie bag
14. croutons
15. demitasse

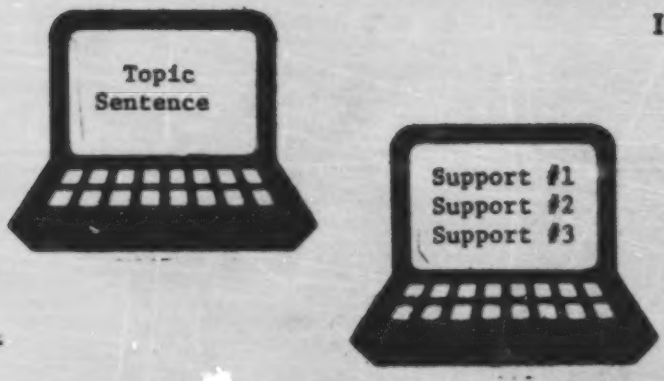
**Contributed by: Vocational Village, Portland Public Schools.*


FOR YOUR NOTES

Writing Correct Paragraphs



Today's patterns of written communications are the etchings of future computer printouts.



The overall process of a paragraph development is from the general to the specific. A generalization is made in a topic sentence and is supported by factual and judgmental detail. The paragraph is then concluded with a restatement or summary of the main idea.

Topic Sentence: People find job satisfaction in different ways.

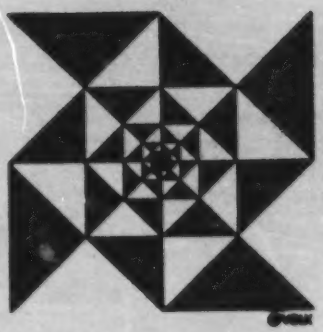
Support #1: The workaholic needs a job that demands constant activity and pressure to prove his or her worth.

Support #2: A social climber's job must provide status and the ability to maintain that status.

Support #3: The self-fulfilled individual finds satisfactions in a job that provides personal reward and an opportunity for leisure time.

TECHNIQUES FOR HELPING STUDENTS:

1. Evaluate all writing, whether graded or not, in relationship to language mechanics and paragraph development.
2. Provide feedback for students on all writing, giving recommendations for improvements, and praise for correct writing and exceptional work.
3. Students should rewrite paragraphs when needed.



RESPONSE TO TOPICS

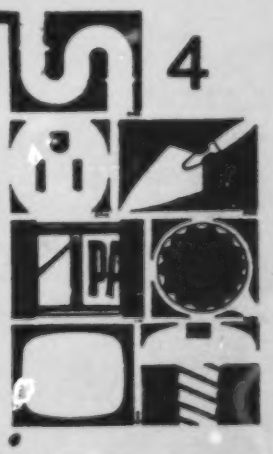
Write a paragraph about one of the following subjects. After each sentence, label it in parentheses with the appropriate term: Topic Sentence, Supporting Detail, and Summary or Restatement sentence.

1. Difficulties of being _____ (you name it: a student; a waitress, a sales clerk; service station attendant, etc.)
2. Life in the double income family
3. The effects of job selection on life styles
4. Changes in work roles
5. Division of parenting responsibilities when both parents work
6. Criteria for job satisfaction
7. Ingenious ways of making money
8. Match your aptitudes and/or interests to your career choice
9. Other topics appropriate for your curriculum

SUMMARY

Select a current article from a newspaper, magazine or journal in a specific occupational area. Duplicate and hand out the article to students with instruction to prepare a one-paragraph summary. Hint: Use two or three articles to give students a choice.

Writing Compositions



In order to compete in the information age, students must have a solid foundation for conveying and understanding written communications.

Writing compositions in the vocational area are generally limited to informative papers. Students do not often compose essays in an occupational area in the theoretical sense. However, students do use the techniques and skills required in essay writing in other forms of writing.

In occupational training, students more often write technical papers for the purpose of providing information, giving directions, describing a process, and/or writing project proposals, progress reports and investigation reports. Students will use their skills from sentence, paragraph, and essay writing to compose technical papers.

The following provides guides for essay writing and technical writing as well as suggestions for a variety of writing assignments in the vocational classroom.

The organization of certain essays is exactly like the organization of certain paragraphs--paragraphs that begin with a topic sentence, use both major and minor supports, and end with a summary sentence.

When you expand a paragraph of this sort in any essay, this is what happens:

1. The topic sentence becomes the thesis statement of the essay.

2. Each major support becomes a topic sentence for a new paragraph in the essay.

3. Each minor support provides details to develop its new paragraph in the essay (with a lot more materials).

4. The summary sentence becomes the concluding paragraph in the essay.

On the next page is the paragraph example used in the previous chapter now expanded into an essay. Notice that the introductory paragraph is the outline for the essay and each of its points is sequentially developed in the body paragraphs of the essay.

CRITERIA FOR JOB SATISFACTION

People find job satisfaction in different ways. The workaholic needs a job that demands constant activity and pressure to prove his/her worth. A social climber's job must provide status and the ability to maintain that status. The self-fulfilled individual finds satisfaction in a job that provides personal reward and an opportunity for leisure time.

First of all, the workaholic needs to be constantly busy. The work becomes leisure and job, simultaneously. For example, this type of worker takes home a full briefcase every night whether or not the job demands it. By choice rather than necessity, this person will find reasons to return to the job site on weekends. If the workaholic's spouse insists on a vacation, the full briefcase is the first piece of luggage packed. Finally, he or she thrives on and seeks pressure. On the job, the workaholic frantically shuffles any available paper, writes any unnecessary memo, and generally creates work.

On the other hand, the social climber is most concerned with using the job for social advancement. The job provides this person with the opportunity to meet the "right" people. For example, Sam "Sosh" saunters to the supervisor's office and slyly remarks, "I was talking with my friend Mr. Big Wig and he says "blah, blah, blah, blah." In addition, this person might subtlety degrade others. By criticizing a co-worker, the social climber attempts to make himself look better. This individual has no time for anyone who cannot be of benefit. To expedite promotion, the climber tries to "marry the boss's daughter."

A third worker type seeks a job that provides not only personal satisfaction, but also a job that allows for leisure time. For example, an office manager organizes the day both to produce quality work and to allow her to pursue other interests. This person writes the report at work and square dances in the evening.

Another person derives reward in the comraderie involved in a team effort. Just like band members coordinate their efforts and a baseball team coordinates its plays, an efficient, streamlined worker will cooperate with others in order to complete the work. An operations officer in a bank, for example, consults with the loan officer, the tellers, the controller, and the clients in order to carry out the daily jobs.

In conclusion, job satisfaction means different things to different people. The worker must decide personally the criteria for a good job. Money, status, security, and lifestyle are all factors the individual must consider.

THE TECHNICAL PAPER: Providing Information

Students are often assigned to write a paper which requires that they seek information in books, magazines, pamphlets, encyclopedias, almanacs, television, and from people such as teachers, parents, and friends. In writing to inform, students learn to separate fact from opinion and learn how to present information that gives specific support to the topic.

The following steps should be used when writing to inform:

Step 1: Introduce the topic.

- The subject you chose to talk about
- What you want to prove about the subject

Example: A good education* is the first step on the road to success**

*Subject
**Prove

Step 2: Gathering Information

Facts
Numbers
Graph interpretation. Not only do you have figures, you have general relationships, patterns and trends.
Specific incidents
Examples

Source material:
- Select reliable sources
- Quote accurately
- Paraphrase without distorting the meaning

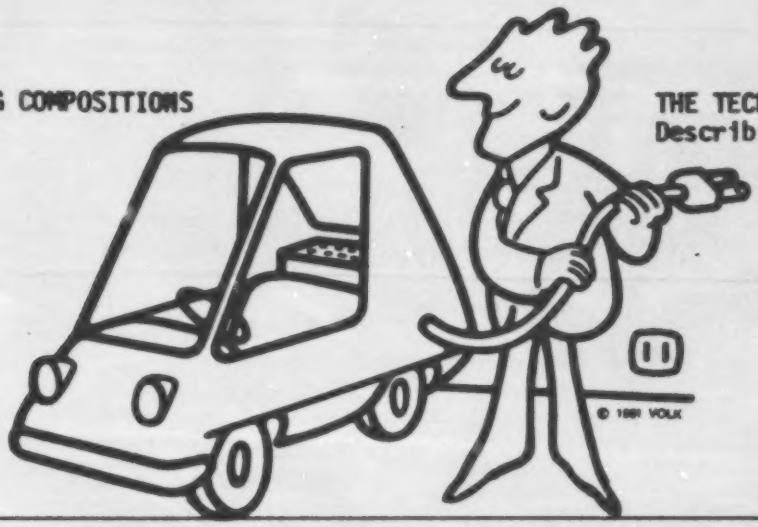
Step 3: Organize the information

Select details which support and explain the topic. Order of importance is often used in informative writing. The least important information is placed at the beginning progressing to the most important information at the end.

Step 4: Write the concluding paragraph

Closings do the following:
- Summarizes the main point of the paper
- Restates the major impression and repeats the target words
- Tells the reader that the intention of the writing was accomplished

THE TECHNICAL PAPER: Describing a Process



Students are frequently asked to write a paper that requires information on "how to do something, how to make something, or how something works." It is especially important in the vocational areas for students to be able to analyze procedural type activities and be able to state these clearly to others.

The steps given for writing a process or technical paper relate to giving directions and the performance of some task. These steps should be applied to the various activities provided in the classroom. If a student is given an assignment to write a procedure for using a hand saw, a duplicating machine, or a milking machine, the step-by-step method will assist the student in successfully explaining the process.

The steps for writing a process technical paper include the following:

Step 1: **Write a main idea for the paper.** The main idea sentence must include:
- What the directions will cover
- The most important things the reader needs to have or to do in order to follow the directions successfully

Step 2: **List all the key steps in sequential order.** Listing the steps, even though they are not complete sentences at this point, will help to make sure that nothing important has been left out. Assume the reader knows nothing about the subject; include the most obvious steps.

Step 3: **Decide on the order for arranging the steps.** Four basic orders for arranging detail are:
- Chronological order: arranged according to the sequence in which they occur (first, second, etc.).

- Order of importance: arranged according to importance--from least important to most important or from most important to least important.
- Order of location: arranged according to physical location--from top to bottom, left to right, etc.
- Order of difficulty: arranges details with the easiest at the beginning, progressing to the more difficult.

Step 4: Write the Introduction

The introduction tells the reader what is being written. The first sentence in the introductory paragraph should state the main idea until the student becomes more proficient in writing introductions. In addition to the main idea sentence, the introduction may include the reasons for doing the job, list necessary equipment, justify the need for the steps, or arouse the reader's interest.

Step 5: Write the Main Part of the Paper

Present the steps in the order necessary to give clear directions. The student will have to do more than just list the steps. Each step should be detailed and clarified. The student must also provide links to hold the steps together.

Following are some of the transitions often used in chronological order to link the steps:

before	second
after	third
next	at last
until	by the time
then	often
when	meanwhile
now	finally
first	afterwards

Following are some of the transitions used in physical location order:

in front	in the rear
below	next to
above	over
behind	to the left/right
at the	across
in back of	around
beside	through the

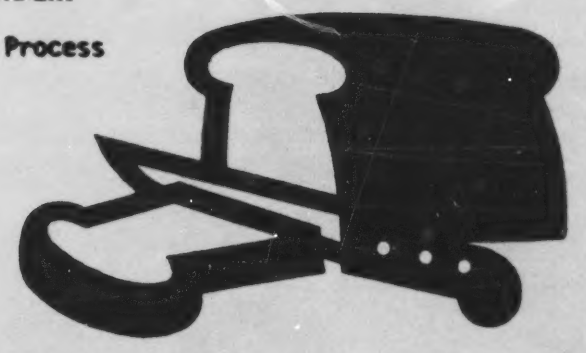
- Transitions help to show the relationship between one sentence and the sentences that started before or after.
- Use transitions only when you need to clarify your ideas.
- In general, do not use too many transitions. Otherwise, your writing is artificial.

Step 6: Write the Concluding Paragraph

Closing sentences do one or more of the following:

- Summarize the main point of the paper.
- Restate the major impression or attitude of the writer; clinches the feelings about the material.
- Indicates to the reader that the intent was accomplished in the writing.
- Consider consequences or implications of main points.

Describing a Process



PROCESS TOPIC SENTENCES

Have students write a topic sentence for any process in your vocational area. The topic sentence or main idea must do a combination of the following:

- State the process in specific terms
- Indicate the writer's feeling about the topic
- Justify its important
- Name special equipment necessary to accomplish the process

EXAMPLE

Process: How to make a Spanish omelette

	TOPIC	TARGET WORD/ WRITER'S OPINION
Creating a	Spanish omelette	is challenging because it

	IMPORTANCE OF PROCESS
involves a	number of steps and a variety of ingredients.

Some suggestions for writing topic sentences and process papers in vocational areas are:

- How to bake bread
- How to weld a frame
- How to use a computer
- How to change the ribbon on a typewriter
- How to change a tire
- How to operate a lathe

DIRECTIONS

Students often feel that they can give directions easily because they are very familiar with the subject. However, it should be pointed out that due to this familiarity, they may leave out important information. It is also difficult to write clear instructions so that another person can understand them easily.

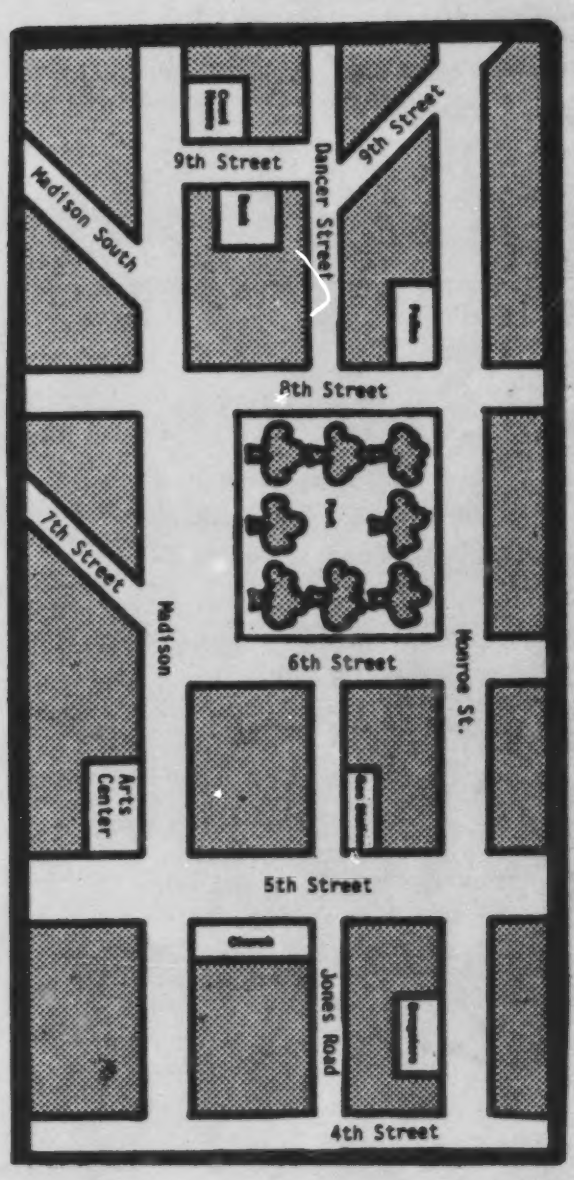
Hints for clear directions:

- Give the directions in a logical, sequential order.
- Assume that the person you are giving the directions to has absolutely no knowledge about the subject.
- Be sure that all terms are fully explained or defined.
- Avoid giving too many alternatives.
- Avoid giving unnecessary information.
- Think through a plan for writing directions before doing so.

Provide students with the following map or a map you have developed for use in your local area. Have the student study the map and write clear directions from one location to another. By changing the "from" position and the "go to" position, this activity can be repeated several times to help clarify directions. Encourge students to use landmarks, such as places and buildings, and transitional words such as "first," "then," "behind," "ahead" and others. Have students check their directions against the clues for "clear direction." Instruct them to change any unclear words, omit unnecessary material, or add any detail omitted when rewriting their directions.

MAP

NORTH



WEST

EAST

SOUTH

FOR YOUR NOTES

WRITING COMPOSITIONS
THE TECHNICAL PAPER:

Giving Process Directions

METAL SHOP ACTIVITY

It is essential that students develop skills in communicating through brief, clear, and precise note writing.

In the machinist trade, writing directions is most necessary when oral communication is not possible. For example, a machinist on swing shift (4 p.m. to Midnight) leaves a job for a day machinist (8 a.m. to 4 p.m.) to finish.

Information on what has been done and what is yet to be done must be accurate, neat, and precise. A misunderstanding may result in a spoiled job.

Instructions to Students:

You are working swing shift (4 p.m. to Midnight). Your job is not completed and the day shift will have to finish it. You must write directions giving all the necessary information on what you have completed and what is left to finish.

You are given three 1" x 3" x 20' lengths of bar stock.

Operations:

a. Saw 1" x 3" x 3" pieces (see sketch) 200 quantity
b. DeBurr all sharp edges with a file
c. Drill 1/2" dia. hole approx. center of 3" x 3" surface
d. File and polish 2 sides.

You have completed on your shift:

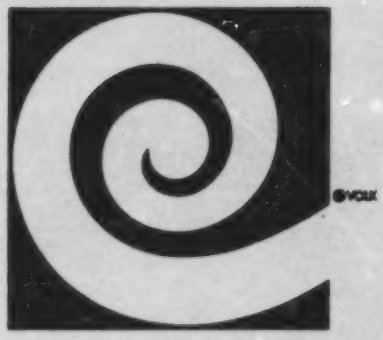
a. Sawing 200 pieces
b. You have drilled 100
c. You have filed 2 sides on 25

Note #1: In a note explain to the day shift man what needs to be done to finish the job.

Note #2: In another note explain what you completed. (Remember to be as brief as possible and yet understandable in your message.)

Review the operations and what you have completed.

Contributed by "Communication Skills Program for Vocational Students," West Linn School.



Proposal writing is probably the most significant type of career writing. The following procedures will help write effective project proposals.

Proposals are written for the purpose of persuading others to action or to implement a project. The length and format of a proposal will vary according to purpose and audience. The length will be determined by the complexity of the project. For example, a proposal to paint a small residence would probably be considerably shorter than a proposal to redesign the interior of a medical clinic. The format is often determined by a company's specifications or the intended client's specifications. For example, government agencies issue manuals specifying one format for a wildlife management project and another format for field burning programs.

Most project proposals are divided into five sections: **heading, introduction, body, listing of supplementary materials, and conclusion.**

The **heading** includes the title of the proposal, the name of the person for whom the report is being prepared, the name of the person preparing the proposal, and the date.

The **introduction** should include the proposal's intent along with the cost of the project. It should also include a rationale or justification for the project unless the proposal was requested by the potential client. When providing the justification, the advantages of the project should be identified. For example, you may want to point out the high quality of the equipment manufactured by your firm. In addition, limitations should be noted. An example of this might be that weather may be a factor in the completion of the project or that inflation may effect the cost of material. In all cases, however, the introduction should end with a positive impression.

A variety of information is often provided in the **body** of the proposal. It may include a list and brief description of materials, equipment, and supplies needed to carry out the project. Too much detail should be avoided in this section of the proposal. The cost breakdown, however, is generally detailed in the body. Each expense should be identified and costs listed.

Personnel who will be working on the project should be listed if the employees are in the company or have a reputation in their field. The number of workers or man hours should be provided. Another essential component is the schedule of work divided into phases.

A **list of supplementary materials** is needed which informs the client about specifications or price variations. This section can provide the detail omitted in the body of the proposal. For example, graphs, blueprints or pamphlets may be included. Also, past reports or references may be given to indicate the quality of your work.

The **conclusion** states the time that the quoted costs will no longer remain in effect. Along with this information, the conclusion may also include a summary of the major points of the project, such as the advantages of the project or your qualifications. You should also extend an offer for the potential client to contact you for further information.

Suggestions for Writing Project Proposals

- Paint a barn
- Run tests to compare products
- Conduct a survey on violence on television
- Design a tire jack
- Develop a plan for an office layout
- Provide clerical services for the school and community
- Develop a sales project for a vocational student organization
- Request a change in registering for classes
- Request new carpeting for school hallways
- Install a lighting system

PROPOSAL EXAMPLE

HEADING

Title — **PROPOSAL TO CONSTRUCT DUNE BUGGIES FOR RECREATIONAL VEHICLE COMPANY**

Receiver — Submitted to: Ian Free, Outdoor Adventures, Inc.
Sender — By: Fred Work, Quality Buggy Shop
Date — Date: February 16, 1983

INTRODUCTION

Introduction

Intent of Project
Cost
Options

(1) Quality Buggy Shop proposes to supply your firm with ten (10) Oregon Dune Buggies for the total sum of forty three thousand, eight hundred and fifty dollars ($43,850.00). The buggies will be built on VW Chassis, heavy weight five (5) speed transmission shock absorbers and springs, stick shift and power steering. A choice of seat arrangements and body colors is available to the buyer.

BODY

Specifications

List of Materials

Engine	300 cu. in. chrysler, 6 cylinder
Frame and chassis	VW 110
Ignition system	Traditional
Fuel system	Tinko carburetor
Roll bars	
Sand deflectors and rub plates on undercarriage	
Transmission	Jimco high tongue, 5 speed

Costs

Costs

10 dune buggies ($4,385 each)	$ 43,850.00
Additional items (optional)	Added costs
Delivery costs	500.00
TOTAL COSTS	$ 44,350.00

SUPPLEMENTARY MATERIALS

Supplementary Materials

(2) A listing of additional features and their costs are attached to this proposal. Also, a brochure with photographs of our dune buggies is included. If you desire special features to be added, add those amounts to your order.

(3) An owner's manual is included with each vehicle to provide specific instruction on care, maintenance, and repair of this special use vehicle.

CONCLUSION

Conclusion

Time Limitation Advantage

(4) The prices stated in this proposal will be effective until June 30, 1983. Delivery can be made within 30 days of order.

Invitation to Call

If you need further information, please call me at 297-6441, and I will be glad to meet with you at your convenience.

The Progress Report

As work is being carried out as set forth in a proposal or as requested by a supervisor, progress reports should be made at regular intervals so that the client or supervisor is informed of the current status of the project. The client or supervisor then has at his or her disposal a record of costs and the work completed. It also enables the provider of the service to keep an accurate log of activities. By recording problem areas such as inappropriate time allocation for activities in a progress report, future problems may be avoided. Progress reports aid in understanding and prevent problems and miscommunications.

The progress report will vary in length based on the complexity of the project and the intervals between the reports. Some examples of progress reports are a summary of the progress of a sales campaign, the activities of a cooperative work experience coordinator, or a summary of activities done on the program of work by a vocational student organization.

The only necessary sections of a progress report are the heading and the body. Sometimes the first progress report will include an introduction.

The heading includes the title of the project, the name for whom the report is intended, the name of the person preparing the report, the date, and the time period covered by the report.

An introduction in the first progress report might include an overview and background of the project as well as the goals and time for completion of the work. New or special requirements should be included in the introduction.

The body of the progress report generally contains **three** main sections:

1. **Work Completed** This section contains the completion of work since the last report.

2. **Present Status** This section identifies the status of the project as it currently exists. (This section may be omitted if an introduction and work completed implies the present status.)

3. **Work Remaining** This section identifies what needs to be done.

Generally, within each section of the body, the progress report can be organized in a time sequence pattern. However, if the project is complex and there are a variety of tasks that are simultaneously conducted, the progress report should be organized according to the tasks. Thus, each task section is broken into the tree sections: work completed, present status, work remaining.

Suggestions for Writing A Progress Report

- A sales project for a vocational student organization
- Installation of new lighting in a lab
- Building a house
- Program of work for a vocational student organization
- Remodeling a student store

PROGRESS REPORT EXAMPLE

HEADING

Receiver
Sender
Title
Time covered
Date

To: Mary Roberts, Commissioner, Oregon Department of Labor.
From: Jack Daniels, Inspector, Workman's Compensation Board
Project: Safety Regulations Compliance in Construction Industry
Time Covered by Report: February 2, 1982 - December 30, 1982.
Date: February 16, 1983

INTRODUCTION

Introduction

Overview and background

(1) This is a progress report on compliance with the 1982 safety codes by construction firms in Oregon. Severe cutbacks in the field inspection staff was initiated in early 1982. As a result, the Workman's Compensation Board has been conducting its inspections on the basis of random samples of a cross-section of the construction field.

Goals

(2) Random inspections have been more rigid that in past years to publicize the Board's concern for safety of construction employees. With a reduced number of field inspections, those firms that were inspected had to meet a higher set of safety standards to avoid penalties. The Board wishes to convey the message that fewer inspections do not mean that the safety laws are being relaxed.

BODY

Work Completed

Further detail on work

(3) The Workman's Compensation Board has nine (9) full-time safety inspectors. During 1982, 452 firms were inspected which resulted in 1,928 citations for violations of safety codes. The average number of citations per firm was 4+.

Further detail and discussion on work

(4) Within the construction industry, the inspector reported on 86 firms with 519 citations. The average of 6 citations per firm, as compared to 4+ for all industries, indicates that some emphasis should be given to safety compliance within the construction trades.

Work Remaining

(5) Due to the higher numbers of citations in the construction trades, the Board has targeted 175 firms for field inspections in 1983.

Defines the goals and work for the next phase of work

(6) Safety education in the construction trades will be encouraged through coordination with the Oregon Department of Education, SAIF and Apprenticeship Training programs.

(7) Penalties for flagrant violations of worker safety by construction firms will be increased.

(8) Follow-up inspections will be conducted in firms that are found to be an unsafe environment for workers.

Recommendations for meeting goals

(9) It is recommended that a coordinated effort be mounted to bring the construction industry into compliance with the safety standards of Oregon. Such an effort must involve education, industry, and agencies responsible for compliance and insurance of the workers.

THE TECHNICAL PAPER:

The Investigation Report

Investigation reports are needed in industry, business, and labor to make changes, to increase efficiency and productivity, to improve a product, or to solve problems. These investigations provide data which aid in making recommendations. Generally, forms are provided for routine investigations; however, a formal report is needed when the investigation is for unusual situations. Also, if the investigation is fairly complex, a formal report will be necessary. Formal reports include a **heading**, a **purpose statement**, **theoretical principal**, the **procedures** followed, the **results** of investigation, **discussion**, **recommendations**, and when necessary, an **appendix**.

The **heading** includes the name for whom the investigation is being made, the investigator, the investigator's title, and the date.

The beginning paragraph includes a statement of the **purpose** which answers the question "Why is the investigation being conducted?" In addition, specifics about who, what and when of the investigation are given.

In most vocational areas, a statement of the **theoretical principal** is omitted. However, if the content study is based on a theory, it should be stated.

Next, the **procedures** that were followed in conducting the investigation are given. The intent of this is to give a general understanding, and not a detailed description. Generally, the procedures follow a time sequence narration of the activities or tests conducted to obtain the results.

Following the section on procedures, the **results** are given without interpretation or discussion. Only specific data are presented that were gathered in the investigation.

The section following the results discusses the results. This discussion may be of a comparative nature, in response to the major question investigated or to analyze the data in relation to a given standard.

After the discussion of the results, recommendations are given for the adoption, adaptation, replacement, and/or acceptance. Another type of recommendation includes suggestions for further study.

If the investigation included materials which were essential in conducting the study, but were too specific to include in the body, the materials are included in the appendix.

Students are encouraged to practice writing investigation reports. It is probably one of the easier types of reports as it follows the general procedures of research.

Suggestions for Writing Investigation Reports

- The need for new equipment in a school lab
- The performance of two pieces of equipment; i.e., electric vs. electronic typewriters
- The comparative gasoline mileage of a car using radial tires versus bias ply tires
- The capabilities of similar priced microcomputers
- The production of a crop using different brands of fertilizers

INVESTIGATION REPORT EXAMPLE

HEADING

Receiver
Sender
Title
Date

To: Jim Spray, ACE Chemicals
From: Tom Clodfoot, Green Acne Farms
Title: Chemical Damage from Dison Spray Applications
Date: February 15, 1983

PURPOSE

Purpose

The why of the investigation what and where

(1) The purpose of this investigation was to determine the nature and conditions and extent of damage caused by the application of Dison spray to agricultural crops on Green Acne Farms. Through mutual agreement, the vendor and farm owner are seeking to find the most optimum conditions for application of Dison so that crop damage is minimized.

PROCEDURES

Procedure

General understanding

(2) Each field that received Dison applications was examined and a record of weather conditions at time of application, stage of maturity of crops, kinds of crops and dilution rates were made.

(3) Sample plots (10' x 10') within each field were carefully examined to determine the extent of plant damage. Leaf samples of spray damaged plants were collected and drawings were made of damage patterns.

RESULTS

Result

(4) The results of this investigation show that some plant tissue damage is minimal compared to that which occurs in untreated fields as a result of the wrolly mammoth caterpillar for which Dison is the only effective control.

DISCUSSION

Discussion of Results

Analyses data

(5) The damage to plant tissue was much less in Field 2 which had received dilutions of 300:1 instead of the customary 200:1 rate.

(6) Field 6 was applied during a period of light rain and sustained much more damge than those fields that were sprayed during dry weather.

(7) Fields 3 and 4 showed extensive damage which is attributed to the 2" height of plants at the time of spraying. Other fields were 4" or more in height which indicates that more mature plants can withstand the burning effect of Dison much better than less mature plants.

RECOMMENDATIONS

Recommendations

Change of solution

(8) It is recommended that the dilution rate of Dison spray be increased from 200:1 to 250:1.

Change in time

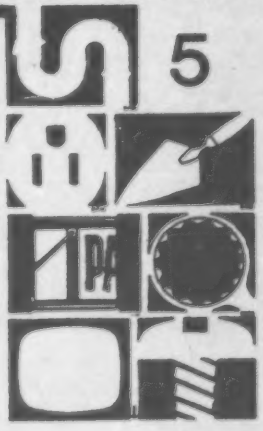
(9) It is recommended that spray applications be made during dry weather and after the dew has left the crop.

Change based on growth

(10) It is recommended that plants not be sprayed until they have reached a minimum height of 4".

FOR YOUR NOTES

Writing Correspondence



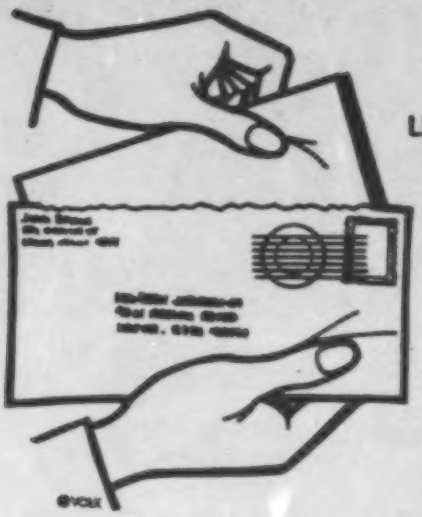
The added "C" in the 7 C's of writing is the COMPUTER.

Students in the vocational classroom should be provided the opportunity to write a variety of correspondence. The primary thrust has been to give instruction in writing letters of application, in developing resumes, and in completing application forms. The skills needed for these activities may also be applied to other forms of correspondence.

The following **Seven C's** of letter writing should be taught and reinforced in vocational classroom activities which include letter writing:

1. **Be Clear**--think through what you are saying
2. **Be Correct**--grammar, punctuation, spelling reflect you
3. **Be Concise**--come straight to the point
4. **Be Complete**--include needed details only
5. **Be Courteous**--be pleasant and friendly
6. **Be Concrete**--give specifics
7. **Show Character**--reflect your own personality

WRITING CORRESPONDENCE



LETTER OF APPLICATION

The following tips should be provided for the student:

1. Type the letter of application
2. Proofread for mistakes
3. Name exactly the position for which you are applying
4. Briefly describe your qualifications and interests
   Include a resume
5. Ask--do not demand--an opportunity to visit with the employer about the position
6. Be sure to include your address and telephone number
7. Use simple stationery and fold your letter correctly
8. Observe correct form for the letter and the envelope

The **GUIDELINES FOR APPLICATION LETTER** on the following page may be given to the students for use when composing a letter of application.

GUIDELINES FOR APPLICATION LETTER

221 Poplar Street
Missoula, MT 59801
September 18, 1983

Mr. John P. Johnson, Personnel Manager
Ajax Accounting Company
555 Tamarack Drive
Billings, MT 59801

Dear Mr. Johnson:

First Paragraph: In your initial paragraph, state the reason for the letter, the specific position of type of work for which you are applying and indicate from which resource (placement center, news media, friend, employment service) you learned of the opening.

Second Paragraph: Indicate why you are interested in the position, the company, its products or services. If you are a recent graduate, explain how your academic background makes you a qualified candidate for the position. If you had some practical work experience, point out the specific achievements or unique qualifications. Try not to repeat the same information the reader will find in the resume.

Third Paragraph: In the closing paragraph, indicate your desire for a personal interview and your flexibility as to the time and place. Repeat your phone number in the letter and offer any assistance to help in a speedy response. State that your personal placement file is available from the Career Planning and Placement Service and can be sent upon your request. Finally, close your letter with a statement or question which will encourage a response. This can be accomplished by asking for more specific information about the position, the company, the geographic area, or by requesting recruitment literature if none is readily available in your own area.

Sincerely yours,

Thomas L. Smith

SAMPLE LETTER OF APPLICATION

HOW TO

Your address *City, State, Zip* *Date*	2132 Hilltop Drive Corvallis, OR 97330 August 1, 1983
Name--If known/Title *Name of Company* *Address* *City, State, Zip*	Ms. Margaret Shaw, Office Manager Gazette Times P. O. Box 1000 Corvallis, OR 97330
Salutation	Dear Ms. Shaw
Why writing? Position, how, when, where of information.	I would like to submit my name as an applicant for the position of clerk-typist for the Gazette Times. I was informed of this position by Miss Sue Teena of Corvallis High School.
2nd Paragraph *Why interested? State skills, experience & relate to position. Show interest in company.*	As the clerk-typist for the office at Corvallis High School, I have both the experience and practical skills you require. During my work as a typist, I typed correspondence required by the principal and vice-principal. I filed materials and processed incoming and outgoing mail. I feel that I can utilize my practical skills, experience and education in office education to their fullest by working for your daily newspaper.
3rd Paragraph *Mention enclosures.*	Enclosed is copy of my resume which contains additional information. I have also enclosed a copy of my skills record from courses taken at Corvallis High School.
Closing Paragraph *When are you available for an interview?*	I would like to talk with you about my potential as a member of your firm. I am available at your convenience. My telephone number is (503) 754-2967. Thank you for your consideration.
Closing	Sincerely
Sign your name legibly.	(Miss) Casey Smith
	Enclosures

There are three acceptable resume styles: **The Traditional, Job Specific,** and **Tailored Resume Letter.**

WRITING THE TRADITIONAL RESUME

The following are recommended for inclusion in the traditional resume:

1. **Personal Information:** Name, address, telephone number (with area code)

2. **Position:** State the position for which you are applying

3. **Education:** High schools attended or graduated from, highlights (including most meaningful and interesting courses where applicable), and any certificates earned

4. **Work Experience:** List the jobs from the most recent to those long ago. Give dates, job title, company name, city and a description of responsibilities. Include summer work and volunteer work

5. **Activities:** Include special activities which are relevant. However, you should be prepared with the names, addresses and telephone numbers of persons who could speak to your work or your character. Two or three references are sufficient.

The following **Outline of Data Sheet** aids students in compiling the needed information for a resume. Following this Guide is an example of a resume which may be used for class discussion and activity.

NAME:_ _____

DATE:_____PERIOD_____

OUTLINE OF DATA SHEET

I. OPENING SECTION

II. PERSONAL INFORMATION

III. EDUCATION

IV. EXPERIENCE

V. ACTIVITIES

VI. REFERENCES

TRADITIONAL STYLE
(Sample)

Important personal information, complete and clear	Resume Homer A. Jones 470 Dancer Street, SE Corvallis, OR 97330 Home Telephone: 503-754-2689
Type of job applied for	**POSITION APPLIED FOR:** Sales Trainee
Schools, diplomas major study and important training	**EDUCATION:** Diploma: Crescent Valley High School Major: Distributive Education Business classes 8 credits
Specific dates of previous jobs; names and locations	**EXPERIENCE:** 1982, 1983, Summers, Outside salesperson Tumalum Lumber, Corvallis, OR 1980, 1981, Evenings and Saturdays Salesperson (retail) Krieger Men's Shop, Corvallis, OR
Key elements of activities and special skills	**ACTIVITIES:** Speak, read and write Spanish President, DECA, 1982-83
Names of persons who can speak to your skills, work habits, and character	**REFERENCES:** Mr. James Day, Sales Manager Tumalum Lumber 928 Ninth Street, Corvallis, OR 97330 Mr. Henry Krieger, Owner Krieger's Men's Shop 34 Tenth Street, Corvallis, OR 97330 Miss Sue Ellis Crescent Valley High School Corvallis, OR 97330

JOB SPECIFIC STYLE
(Sample)

NAME:

ADDRESS:

CITY/STATE:

TELEPHONE:

OBJECTIVE: _____
(State job title--one only)

Directions:
1. Use the provided verb list to help you get started
2. Make a list of the skills you have learned from work experience (paid or volunteer) and from school
3. Organize the skills from this list that pertain to the job you are seeking and put them in logical order
4. Your resume will look like this

QUALIFICATIONS:

- (strong verb--describe achievement pertaining to the job needs)
- (strong verb--describe achievement pertaining to the job needs)
- (strong verb--describe achievement pertaining to the job needs)

Each person's resume will look different--even if applying for the same type of job. You may want to organize your skills under subheadings such as Public Contact Skills, Special Abilities, Equipment Operation, Supervisory Skills, etc. It all depends on the required duties of the job and <u>your</u> skills.

EDUCATION:

List higher educational background first and any courses pertinent to the position for which you are applying.

REFERENCES:

Will be furnished upon request.

TAILORED APPLICATION LETTER RESUME STYLE
(Sample)

(Your Street Address)
(Your City, State, Zip)
(The Date)

(Name and title of person responsible for hiring)
(The company to which you are applying)
(Company street address)
(City, State, Zip)

Dear (name of person hiring):

I am seeking a position as (give job title).
My qualifications include the following:

* (strong verb--describe achievement pertaining to the job needs)
* (strong verb--describe achievement pertaining to the job needs)
* (strong verb--describe achievement pertaining to the job needs)
* (strong verb--describe achievement pertaining to the job needs)
* (strong verb--describe achievement pertaining to the job needs)

My (education--training--skills) include_____.

I would be happy to review my qualifications with you in a personal interview.

Yours truly,

(sign your name here)

(Type your name here)
(Telephone:)

WRITING CORRESPONDENCE

ACTION VERBS FOR LETTERS OF APPLICATIONS & RESUMES

ACTION VERBS FOR TRADES AND INDUSTRY

AUTO-MECHANICS/AUTO BODY REPAIR

seal
assemble
dis-assemble
align
solder
prepare
apply (primer)
shrink
restress
form (curvature)
section
weld
disgnose
straighten
replace
bind (breaks)
test
service
adjust
analyze (malfunction, performance factors)
lubricate
manage
measure
inspect
maintain
repair
remove
replace
overhaul
paint
supervise
rebuild
refinish
operate
mask
prime

CARPENTERS

alter
remodel
repair
maintain
erect (scaffolding, framework)
lay (hardwood floor)
draw (working plans)
construct
maintain
assemble
coordinate
inspect
install
select (lumber, other materials)
verify
cover
apply
weld
mount
measure
mark
nail

ELECTRICAL/ELECTRONICS TECHNICIANS

assemble
maintain
analyze
troubleshoot
install
solder
gather
sort
find (solution)
inspect
repair
test
replace
calibrate (testing instruments)
measure
cut
bend
thread
install
pull
splice
weld
sketch

DRAFTSPERSONS

design (drawings)
execute (ideas)
analyze (plans, stress)
draw (interior/exterior views)
illustrate
produce (isometric drawings, exploded assembly drawings, pencil & ink shading, color rendering)
chain
level
estimate (quanity, cost)
sketch
letter
section
draft
compute (list of materials)
edit
reproduce (construction drawings)
adjust

ENGINEERING

assist
design
construct
layout
draft
prepare specifications
survey (land areas)
calculate
estimate (cost & materials)
inspect
develop
analyze (stress test results)
sketch
letter
draw
review (project instructions/blueprints)
prepare (drawings)
fabricate
assemble
conduct (experiments)
record

GRAPHIC ARTS

copyfit
proofread
arrange (heads, pictures, body types)
lay out
paste up
design (packages)
letter
phototypeset
calculate (exposures)
develop (film)
print (enlargements)
strip
make (plates)
mix (inks)
pack (blanket/plate)
prepare
draw
paint

METALLURGY

extract
purify
examine
test
evaluate (industrial processes)
determine (strength, hardness elasticity, toughness)
expose
develop (radiographs)
interpret
maintain
inspect
perform (testing)
prepare
control

HEATING, REFRIGERATION, AIR CONDITIONING

braze
weld
design
develop
size
install
troubleshoot
purchase
operate
repair
analyze (building properties)
select
oversee
drill
assemble (motor, switches, gauges, compressors, condensors, valves, pumps)
adjust
test
attach
lubricate
solder
cut
thread
screw
rivet
dismantle
bolt
pump
measure
clamp
insulate
fabricate
mount
bend

MACHINE TOOL

read (blueprints)
operate (lathe, milling machine, drillpress, surface grinder, tracer lathe, radial drill press, tool and cutter grinders)
mill
grind
set up
lay out
measure
turn
bore
repair
fit
assemble
mark
screw
position
secure
verify
develop (specifications)
sketch

WELDERS

lay out
fabricate
repair
weld (butt, lap, tac, corner joints)
braze
solder
plan
construct
examine
read (blueprints)
estimate (costs)
assemble
order
connect
strike (forms)
preheat
position
clamp
tack
flame-cut
fuse

WASTEWATER

maintain
administer
prepare (orders)
purify (water)
clarify
monitors (control panel)
clean
lubricate
determine (impurities, acidity, color)
record
filter

ACTION VERBS FOR SERVICE OCCUPATIONS

HUMAN SERVICES

prepare (materials)
train care
care
discipline
supervise
counsel
help
lead (recreational activities)
entertain
stimulate
foster (cooperative social behavior)
encourage
instruct
observe
interview
aid
determine
collaborate
investigate
plan
assist

LAW ENFORCEMENT

supervise
coordinate
inspect
record
assist
enforce
cruise
report
notify
investigate
search
assist
command
guard
patrol
warn
answer
tour
watch
observe
permit
register
arrest

ACTION VERBS FOR FOOD SERVICE

CULINARY ARTS

schedule
evaluate
classify
plan (menus and production)
inventory
measure
handle (grievances)
clean
maintain
bake
boil
broil
fry
roast
stack
stir
strain
season
dress
saute'

split
skin
filet
shuck
take orders
serve
carve
prepare
cater
supervise
sanitize
set up
coordinate
order
receive
develop
delegate
store
cook
serve
cost
price
revise

ACTION VERBS FOR AGRICULTURE

AG BUSINESS - FARM MANAGEMENT

producing (food/fiber products)
process
distribute
plan
implement
maintain
propogate
diagnose
test recommend
apply (fertilizer)
irrigate
measure
design
select
identify
analyze (records)
manage
confer
order
direct (crop rotation)
record

ANIMAL TECHNOLOGY

formulate (rations for livestock)
prepare
mix (feed)
bundle
select (beef, sheep, swine)
judge
determine (market grades, classifications
defects soundness, breed
characteristic)
utilize (heritability for production gains)
breed
feed
test (production)
evaluate (wool)
collect
store (semen)
break
train
shoe
markets

GARDENING

maintain
cut
trim
edge
prune
spray (with pesticides)
rake
burn
shovel
plant
irrigate
repair
paint
seed
mow
clean
cultivate

ACTION VERBS FOR HEALTH OCCUPATIONS

DENTAL ASSISTANTS

receive (patients)
discharge
clean
sterilize
maintain (records)
take (x-rays)
order
give (fluoride treatments)
apply & remove (rubber dams)
educate
schedule
coordinate
slate
dismiss
chart
assist
prepare (patients)
arranges
expose
process (x-ray)
mount
administers (dental first aid)
clear (oral operating area)
explain

NURSING ASSISTANTS

feed
bathe
dress
record
serve
transport
assist
take (temperature)
clean
sterilize
store
prepare
issue (dressing, packs, treatment trays)
maintain (cleanliness, order)

NURSES

monitor
obtain (vital signs)
assist
administer (prescribed medications)
supervise

LAB TECHNICIAN

test
adjust
examine
clean
sterilize
prepare
add
set up
control
sample
weigh
operate
verify
measure
classify
review
analyze
transfer

ACTION VERBS FOR BUSINESS

SECRETARIAL/CLERICAL

transcribe
interact
greet (visitors)
prepare (records, forms)
compose
record
tabulate
post
schedule
take (dictations)
route
answer (telephones)
arrange (travel, reservations)
compile
type
record
issue
operate (office machines)
purchase
order
file

MANAGEMENT

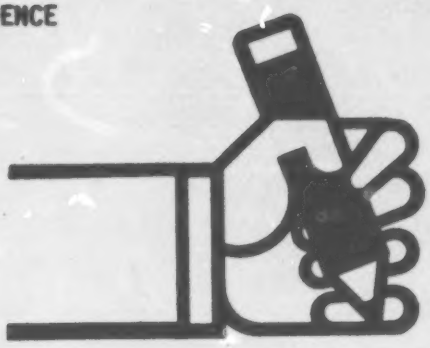
supervise
coordinate
direct
standardize (procedures)
initiate
plan
review (records)
hire
train
discharge
verify
analyze
manage
prepare
formulate
approve
decline
inspect
instruct

BOOKKEEPING WORKERS

maintain (records)
analyze
verify
examine
determine
compute
enters transactions
summarize
balance (books)
compile (reports)
calculate
operate (calculating, bookkeeping machines)
classify
post
appraise

DATA PROCESSING

interpret
write (computer programs, input/output, arithmetic statements, transfer & control statements, arrays, subprograms, flowchart)
read (programs)
maintain (system libraries)



Filling out a job application is not difficult if students are prepared with the appropriate information. Students should practice completing samples of application forms and prepare a card with information generally required on an application. This card may be carried in a billfold for quick and easy reference. Students should be informed of the following information:

1. When applying for a position, be prepared with the following information:
   - Social Security Number
   - Dates and addresses of previous jobs with the names and titles of supervisors
   - Dates of schooling and education
   - Names, addresses, and titles of references
     (Be sure you have permission to use the references)

2. Fill in all spaces on the application. Do not put "see resume" on application. Use N/A for "not applicable."

3. Read the question before you write anything. It is difficult to change your responses once you have answered the question. Be neat on the application, using pen unless pencil is specified. Print information if a typewriter is not available or you are not able to type.

4. Use a pocket dictionary to check spelling.

5. Make sure all information is accurate.

Following is a **Sample Application** which can be used for practice in the classroom. It is suggested that different application forms from the community be used as practice.

Pacific Northwest Bell **Applicant Record**

An Equal Opportunity Employer. Discrimination against any persons, including disabled veterans and veterans of the Vietnam era, because of their race, sex, color, religion, national origin, marital status, sexual orientation, or physical or mental handicap is prohibited. The Age Discrimination in Employment Act of 1967, as amended, prohibits discrimination on the basis of age with respect to individuals who are at least 40, but less than 70 years of age. If you believe you have been discriminated against, you may notify the Equal Employment Opportunity Commission, the Federal Communications Commission, the Employment Standards Administration or other appropriate federal or state agencies.

PLEASE PRINT

Personal Data Date of Application _____

Name _____ Social Security No. _____
(Last) (First) (Middle)

Address _____
(Number/Street) (City) (State) (Zip Code)

Telephone Number _____ Can Be Reached Telephone Number _____

If you are not a U.S. citizen, what is your Alien Registration or Visa Classification Form Number? _____
Are you prevented from lawfully becoming employed in this country because of visa or immigration status? ☐ Yes ☐ No
(If hired, you will be required to provide proof of immigrant status.)

Were you ever an employee of a Bell System Company? ☐ Yes ☐ No
If "Yes", complete the following:

Name of Company	Location		Hrs. Per Week	Reasons For Leaving
1. Job Title	From	To		
2. Job Title	From	To		
3. Job Title	From	To		

What prompted your application today? ☐ On Own ☐ Recruited ☐ Advertising ☐ Employee Referral _____
☐ Agency Referral _____ ☐ Special Program _____ ☐ Other _____
Have you applied before? ☐ Yes ☐ No Approx. Date: _____ Location: _____

Work Preference

Type of Work Desired _____

Kind of Work Sought ☐ Full-Time ☐ Part-Time ☐ Summer ☐ Temporary

City or Geographic Preference _____
1st Choice 2nd Choice

Is starting wage acceptable? ☐ Yes ☐ No

Are you willing to work as required:

days	☐ Yes	☐ No	nights	☐ Yes	☐ No	overtime	☐ Yes	☐ No
evenings	☐ Yes	☐ No	split shifts	☐ Yes	☐ No	Sat., Sun., holidays	☐ Yes	☐ No
			changing shifts	☐ Yes	☐ No			

If you are seeking Technical/Maintenance jobs, please answer the following:

Are you available for out-of-town travel?	☐ Yes	☐ No
Are you fearful of climbing poles or ladders, and working aloft?	☐ Yes	☐ No
Are you fearful of working in manholes or other confined spaces?	☐ Yes	☐ No
Are you able to distinguish colors?	☐ Yes	☐ No

If you are seeking a job which may or does require driving, please answer the following:
Do you have a valid driver's license? ☐ Yes ☐ No
If yes, what is your driver's license number? _____ State _____
Can you drive a manual shift vehicle? ☐ Yes ☐ No
How many moving violations have you had in the last 3 years? _____

Employment & Business Experience - (Indicate Any Permanent, Temporary, Cooperative, Summer And Voluntary Work Including Self System Employment. List Most Recent/Current Job First.)

Activity Code	Name and Address of Employer (Include City & State)	Job Title/ Type of Work	Reasons For Leaving	Hrs. Per Week	Dates (Mo. & Yr.) From	To
A						
B						
C						
D						

If you are currently employed, may we contact your employer? ☐ Yes ☐ No

Military Experience (Do Not Include ROTC) You may be required to provide your DD214 after employment.

Activity Code	Branch of Service	Occupational Specialization	Dates (Mo. & Yr.) From	To	Grade/Rank At Discharge	Special/Technical Training	Dates Of Attendance From	To
E								

Education (Include All Periods of Schooling Beginning With High School)

Activity Code	Name and Address of High School, Colleges or Other Schools	Dates of Attendance From Mo.	From Yr.	To Mo.	To Yr.	School Years Completed	Major Field	Degree Received or Expected (if applicable) Degree	Date
F									
G									
H									
I									

Other Activities/Special Skills (Include any additional facts or details that you feel more fully explain your qualifications for employment.)

School, Campus, Professional, Community or Leisure Activities _____

Indicate any special training or skills which you possess:

☐ Typing _____ wpm ☐ Keypunch ☐ General Radiotelephone Operator's License

☐ Steno _____ wpm ☐ CRT ☐ Other _____

Additional Information

Other name(s) under which employed or attended school if different than above: Work: _____ School: _____

Have you ever been convicted of or released from prison for a violation of the law? (Do not include minor* traffic violation, e.g., non-moving violations such as parking tickets.) ☐ Yes ☐ No (Washington residents should report convictions or releases occurring only within the last 7 years.) The fact that you have a record of conviction will not necessarily bar you from employment.

If yes, provide: Charge _____ Date _____

City and State _____ Court Name and Location _____

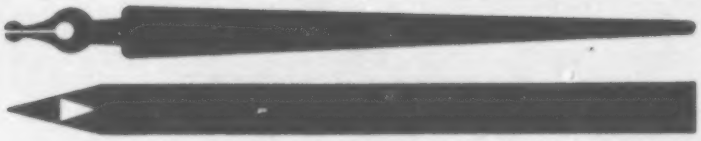
Final Disposition _____

Date Available to Start Work if Employed: _____

Signature of Applicant _____ Date _____

WRITING CORRESPONDENCE
APPLICATION FORMS

CROSS CURRICULAR ACTIVITY



Students need to practice completing job application forms with accuracy and legibility. Secure application forms from companies for classroom practice. Following are some examples of companies that could provide these forms:

1. Fred Meyer
2. Pendleton Woolen Mills
3. Tektronix
4. Pacific Northwest Bell
5. Crown Zellerbach Corporation
6. Spokane, Portland and Seattle Railway
7. Meier & Frank Company
8. Northwestern Glass Company
9. American Can Company

Direct the students to do the following:

1. Choose three of the above application blanks.
2. Using pen complete each application form accurately and legibly. Remember that this application form represents you to the employer before he even sees you.
3. When you have completed the application form, recheck to make sure you have answered all the questions.
4. Hand in completed application forms.

Contributed by "Communication Skills Program for Vocational Students," West Linn High School.

It is important that students know how to write letters of inquiry. A student may be writing a letter to obtain an application for a Social Security Card or a driver's license; a student may want information about a college he or she would like to attend; a student may need to gain travel information for a vacation. Thus, the opportunities for students to write letters of inquiry are numerous.

Points to follow in writing a letter of inquiry include the following:

1. Be brief and courteous.
2. Give specific information. If you want a pamphlet, state the name.
3. Address the letter to a specific person if possible.
4. State the reason you are asking for the information.
5. Provide correct and clear information about your own address.
6. If you need information about several items, address each item in a separate paragraph.
7. Express your appreciation at the end of the letter.

Following is an example of a letter of inquiry. Give students the opportunity to write and critique letters of inquiry in a class situation.

SAMPLE LETTER OF INQUIRY

ADDRESS CLEARLY WRITTEN

773 South Madison
Corvallis, OR 97330
August 21, 1983

SPECIFIC OFFICE NAMED

Registrar
Oregon State University
Corvallis, OR 97331

Dear Madam or Sir:

REASON FOR REQUEST

I am a student at Corvallis High School and am interested in attending Oregon State University when I graduate June 1984. Will you please send me a copy of the latest college bulletin when it is available and an

INQUIRY CLEARLY STATED

application form.

REASON FOR REQUEST

Since I shall need a source of income while I attend college full time, I would like information about loans, scholarships, or job assistance programs. Are there any part-time jobs available on campus for

INQUIRY CLEARLY STATED

students?

INQUIRY CLEARLY STATED

In addition, would you please send me material on dormitory space, including information about meals and costs? I will not be living at

REASON FOR REQUEST

home when I go to college.

EXPRESSION OF APPRECIATION

I will be grateful for any materials you can send me.

Yours truly,

Janice Smith

WRITING CORRESPONDENCE

LETTERS OF REQUEST

ORDER LETTERS

ORDER FORMS

CLAIM LETTERS

INTRODUCTION

The following activities may be used with students in acquainting them with the basic requirements of the letter of request, order letter, order form, and claim letter.

In each of the proposed activities, a standard for quality letters has been provided. In addition, sample letters are provided with questions following to aid students in analyzing the quality of the letters. Activities for various vocational areas are provided. These activities may be changed or extended; hopefully they will provoke more ideas and activities for use in the classroom.

WRITING CORRESPONDENCE

LETTER OF REQUEST

CROSS CURRICULAR ACTIVITY

Students should be provided the opportunity to examine sample letters of request and to evaluate them according to standards for writing request letters.

STANDARD:

1. Be courteous. This holds for all letters. Make use of such words as please, appreciate, grateful.
2. State the request briefly but clearly.
3. Be sure that the request is not excessive or unjust. This check is especially necessary when you send letters asking for pamphlets and the like.

Direct students to read the following letter and answer the questions at the end of the sheet. Have students follow Steps 1 and 2 for all of the request letters you analyze and answer questions at the bottom of the letter.

Activities in this section were contributed by "Communication Skills Program for Vocational Students," West Linn High School.

SAMPLE REQUEST LETTER

118 Oak Street
Scranton, PA 18231
March 30, 1983

Information Director
Pennsylvania State Conservation Dept.
Harrisburg, PA 18245

Dear Madam or Sir:

I am going camping in the state forest this summer and I want information quickly. You have no right to charge campers for using public property, but if there are any fees or special requirements, let me know all about them.

I want all pamphlets and folders you may have. My vacation starts shortly, and I expect a swift reply.

Yours truly,

Herbert Gordon

QUESTIONS:

1. Check the letter against the previously given three standards. List the standards, if any, which the writer disobeys.

2. On a standard size sheet of paper rewrite the letter so that it complies with the rules.

SAMPLE REQUEST LETTER

12 Maple Drive
Palenville, NY 78230
April 4, 1983

Manager
Kennedy Bookstores, Inc.
2 Pershing Square
New York, NY 78213

Dear Madam or Sir:

I have become very much interested in radio as a possible career. Before I decide definitely whether or not to go into the subject seriously, I should like to read a good introductory book on the subject.

Have you a book that meets the requirements? Naturally, I do not want a highly technical book. If you have such an introductory book, please inform me as to the name, author, publisher, and price. A word or two about the book's contents would assist me greatly.

Very truly yours,

Edward Otis

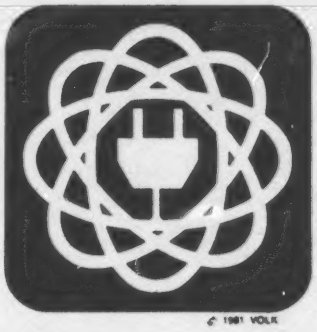
QUESTIONS:

1. Check the letter against each of the three rules previously given.
2. Does the writer disobey any of the rules?
3. If your answer is "yes," list which ones.

Activities in this section were contributed by "Communication Skills Program for Vocational Students," West Linn High School.

WRITING CORRESPONDENCE

LETTER OF REQUEST



ELECTRONICS
METALS SHOP
ACTIVITIES

The student should be directed to find the addresses of the companies specified and write letters of request.

ELECTRONICS

1. To: United Radio Supply in Portland, OR.
   Requesting: Their catalog
2. To: Allied Radio Supply
   Requesting: Their catalog
3. To: Lafayette Radio Supply
   Requesting: Their catalog

METALS SHOP

1. To: Tektronix, Inc.
   Requesting: A tour for your metals class. (Remember the group will be mostly interested in the area of the plant pertaining to the metals trade.)
2. To: Machinist Local 63
   Requesting: Information and requirements for apprenticeship training
3. To: Clackamas Community College
   Requesting: Information available for vocational curriculum, requirements, and tuition costs.

ORDER LETTER

Students should be able to analyze and write order letters according to the following prescribed standard:

STANDARDS: Writing a good order letter:

1. Be sure that your address is written correctly in the heading of your letter. Many times companies receive letters with money enclosed, but with the wrong address or no address. Therefore, article cannot be sent. Angry letters follow because the article has not been received, but the fault lies with the sender.
2. All important details, such as size, color, type, etc., should be included. One person, in sending an order, asked for a pair of brown leather shoes, style 3811, price $49.75. Since he had omitted the size, time was lost for the person and the company.
3. Mention if possible where you saw the article advertised. If ordering from a catalog, mention the year or edition. Be sure that you have understood the original description of the article.
4. Enclose the correct amount of money in the form of a money order or check, or state that the merchandise is to be charged or sent C.O.D.
5. Include information as to how and when you want the article shipped.
6. Remember that business form should be used throughout. Make your order letter businesslike.

Students should be directed to read and study a letter and then answer the following questions:

a. What important information does the writer include?
b. What sentence could be omitted from the letter without eliminating any necessary detail?
c. What errors may be made by persons ordering merchandise by mail?

Activities in this section contributed by "Communication Skills Program for Vocational Students," West Linn High School.

SAMPLE ORDER LETTER

2214 Senear Drive
Corvallis, OR 97330
February 28, 1983

Mr. Martin Stone, Sales Manager
Semco, Inc.
P. O. Box 5421
Fresno, CA 93747

Dear Mr. Stone:

Please send me one Deluxe Stay-Put Pen and Holder advertised in your Semco Diamond Jubilee Sales Catalog, 1983, page 25, catalog number B 194-1290 for $5.98, with a shipping weight of .3 lbs.

Enclosed is a check for $5.98 for payment of the Deluxe Stay-Put Pen and Holder. If there is a charge for shipping or for sales tax, please bill me.

Please ship the pen and holder to me at the above address. I need to receive the merchandise by the first week in April. If you cannot meet this delivery date, please notify me as soon as possible. If possible, please ship by United Parcel Service.

Sincerely,

(Miss) Teresa Jones

AUTO MECHANICS

Write order letters as follows:

To: Mr. Harold Smith, Industrial Sales, Snap-On Tool Co., Route 1, Box 94D, Clackamas, OR

Order the following:

An automotive tool catalog with price sheet

To: Clackamas Auto Parts, Oregon City, OR

Order the following:

Parts for a 1965 Chevrolet 6-cylinder

1. Cylinder head
2. Six intake valves
3. Six exhaust valves
4. Camshaft bearings
5. Six pistons .040 oversize
6. One set, piston rings .040 oversize
7. Oil pressure switch

To: Lake Auto Parts, Lake Oswego, OR

Order the following:

1. Vibration darper for 1963-409 engine.
2. Differential carrier assembly for a Ford Fairlane, 1963 model
3. Master cylinder repair kit for 1964 Fairlane with power brakes
4. Front bearing cone, 1962 Plymouth sure-grip differential
5. Friction ring set, 1960 six Rambler synchro-mesh transmission

DRAFTING

Write order letters as follows:

To: Kewffel and Esser Co., 2674 Folsom Street, San Francisco, CA 94110
Order the following:
1. Blueprinting machine
2. Lettering pens
3. Xerox machine
(Specify catalog number, sizes, for each)

To: Dietzgen Company
Order the following:
1. Complete drawing instruments for 20 draftsmen
(Specify catalog numbers and prices)

To: Brodhead Garrett, 161 Commerce Circle, Sacramento, CA 94815
Order the following:
1. Complete drafting furniture.
(Include correct specifications)

ELECTRONICS

Write order letters as follows:

To: United Radio Supply Inc.
Order the following:
1. 5 AG mounting with screw terminals, type f, 4-pole
2. Eveready continuity checker
3. Mueller alligator clips, conventional type, lots of 10
4. Merit antenna matching transformers, impedance ratio 72/300

To: United Radio
Order the following:
1. D.C. Amp meter, range 0-50 amps, 3 1/2" case
2. CRT rejuvenator and checker, B & K
3. Capacitor analyst, B & K

To: Radio Shack
Order the following:
1. Molded audio cable phonoplug to alligator clip
2. Electronic project kits, "super snooper kit"
3. Walkie-talkie, 3-watt, 3-channel
4. Stereo headset, NORA Pro
5. Mobile CB transceiver, Mini-six

METALS SHOP

Write order letters as follows:

To: South Bend
Order the following:

1. Replacement parts for horizontal drive headstock 10K (Model A). List in three evenly spaced columns:
   a. item number
   b. part number
   c. part name

To: Clausing
Order the following:

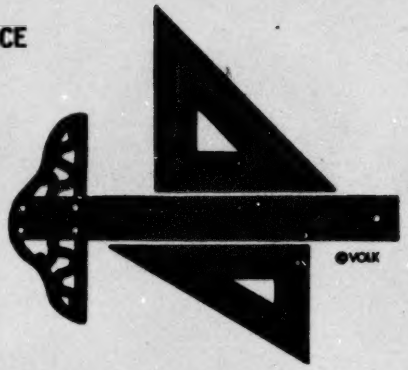
1. Replacement parts for 10" lathe tailstock, all parts except 381-006, tailstock housing. List in three evenly spaced columns:
   a. part number
   b. part name

To: Tucker & Sons
Order the following:

1. 6 pairs of 8-inch pliers, combination
2. 48 12-inch mill smooth files
3. 72 12-inch round second cut
4. 96 taper, extra slim
5. Precision square number 541, 24 blade inches, 13 1/8 beam in.
6. Live center No Morse Tape
7. Adjustable wrench, 8-inch chrome plated

WRITING CORRESPONDENCE

ORDER FORMS



DRAFTING
ELECTRONICS
METAL SHOPS
ACTIVITIES

Give opportunities for students to practice filling out order forms accurately and completely.

PROCEDURE FOR THE FOLLOWING ACTIVITIES:

1. Locate all items in list of items of the catalogs.
2. Make a note of order number, price, size. description, etc., of each item.
3. Obtain order blanks.
4. Fill in legibly and accurately all the information necessary to order the exact items you want.
5. Turn in your order blanks to teacher.

DRAFTING

CATALOG OR COMPANY

1. Post School Drafting Supplies, 1969, or Drafting Art: Buying Guide, 1978.
2. Modern School Supplies
3. Tacro, Division of A & T Importers, Inc.
4. Dietzgen Drafting Equipment and Supply Company

LIST OF ITEMS:

1. T-square - 24 inch
2. Architect's Scale - 12 inch
3. Engineer's Scale - 12 inch
4. 30^0 by 60^0 Triangle - 12 inch

5. 45° by 90° Triangle - 12 inch
6. Pencil pointer with sandpaper
7. Erasing shield
8. Semi-circular protractor, .090 thick
9. Beam compass (complete set)
10. Drawing board - 18 inch by 24 inch
11. Drawing ink - 3/4 ounces
12. Dusting brush - 15 1/2 inches long
13. Drafting tape - 1/2 inch by 60 yards
14. Drawing pencils - one dozen

ELECTRONICS

LIST OF ITEMS

1. Catalog or company: Graymark Enterprises Inc.

   2 - 510 five-tube radio projects
   1 - 517 Mini-wink project
   9 - 301 A crystal diodes
   1 - 307 AE capacitor set, 50 in package
   1 - 321 C rear seat speaker
   4 - 337 transformers

2. Catalog or company: Radio Shack catalog 191

   3 - Bantamweight "B" batteries, 15 volts
   1 - expert dual-heat soldering gun
   1 - CTR-5 compact pushbutton recorder
   1 - diamond needle - Ronette - DC-04

3. Catalog or company: Burstein-Applebee (BA) catalog #711

   10- Workman AMP fuses - 3 keey green, 1 yellow, 1 maroon, 1 pink, 2 red, 2 black
   1 in-circuit capacitor tester - a kit
   1 omnidirectional dynamic microphone, HK-112
   1 mobile ham antenna - super hustler resonator - 22-27 inches, total length

METAL SHOP

LIST OF ITEMS:

1. Tucker & Sons Catalog

Cat No.	Item
	12 Industrial commutator brushes (9")
	12 File cards with pick and brush
20T	2 Hacksaw frames
10-R	4 Vise-grip wrenches
10-S	1 Hex keys kit
154-106	1 Small hole gauge
LCI-2M	6 Live centers
200	6 Single pick-up tongs
204	6 Flat jaw gad tongs

2. Midwest Shop Supplies Catalog

Cat No.	Item
459	1 Jacobs commutator chuck kit
AC .39	1 Center post 10" lathe
697	1 Bench grind
90063	1 3/8" Industrial drill
50-100	12 Metal-Master welding helmets
Model A7	1 Metal cutting band saw

3. Brodhead-Garrett Catalog

Cat No.	Item
183	6 Steel protractors
209	6 Thickness gauge 9 leaves
55	12 Super junior clamps, 3" opening
685	4 1/2 Dio two helical flutes, single end, 1 1/2 M.H. Dia. 3/8" shark dio, 12/16" length
493	6 Protractor and depth gauge
391	4 Center gauge
277	6 Dividers 6"
676CF	12 Stiff stainless steel rulers

WRITING CORRESPONDENCE

CLAIM LETTER

CROSS CURRICULAR ACTIVITY

Examine sample claim letters and evaluate them according to standards for writing any claim letter

STANDARD:

1. Be courteous. Assume the goodwill of the store or agency to whom you are writing.
2. Explain your claim justly and accurately. Have proof of your statement. Don't exaggerate. An inaccuracy is soon discovered, thus spoiling a legitimate complaint.
3. Request adjustment

Since errors will be made by human beings and since merchandise will get broken in delivery, we should learn to write a sensible, intelligent letter requesting adjustment, not an angry, threatening letter that makes enemies.

Students should be directed to read the following letter and answer the questions.

Activities in this section were contributed by "Communications Skills Program for Vocational Students," West Linn High School.

SAMPLE CLAIM LETTER

12 Maple Drive
Palenville, NY
April 20, 1983

Mr. John Stone, Manager
Kennedy Bookstores, Inc.
2 Pershing Square
New York, NY 08075

Dear Mr. Stone:

I received in this morning's mail a package of books on radios. Unfortunately, one of these was not the book I ordered. Instead of THE AMATEUR RADIO TECHNICIAN, you sent THE RADIO AMATEUR'S REFERENCE BOOK.

Since my interest is not advanced, I prefer the less technical book first mentioned. I am returning the REFERENCE BOOK. Will you send the other to me as soon as you can.

Very truly yours,

Elwood Otis

QUESTIONS:

1. Was the tone of the above letter courteous, bitter, discourteous?
2. Was all essential information given? Support your opinion.
3. How did the writer ask for an adjustment?
4. What temptation should be resisted in all claim letters?
5. Will an angry letter be less likely to bring quick adjustment of your claim? Why?

Direct students to read the following two letters carefully, and evaluate them according to the criteria for a good claim letter. Then have them answer the questions following the second letter.

SAMPLE CLAIM LETTERS

17 Appleton Road
Concord, NH 87212
April 23, 1983

Manager
The Brown Store
37 Main Street
Concord, NH 87212

Dear Madam or Sir:

I cannot understand how a store of your size and supposed efficiency can be so inefficient in sending out orders. Yesterday at your store I ordered from a salesclerk a suitcase of yellow leather. I specifically mentioned yellow.

Today when your truck came and left the suitcase I found that you had sent out a brown one. You are putting me to considerable trouble writing this letter. It is trouble that could have been avoided if you had lived up to your name of efficiency. I shall expect to see your truck here tomorrow with a new yellow bag.

Yours truly,

Agatha Munsen

SAMPLE CLAIM LETTER

22 Greene Court
San Francisco, CA 95231
June 15, 1983

A. T. Talbot and Company
47 Viburnum Avenue
San Francisco, CA 95231

Ladies and Gentlemen:

Yesterday I received by delivery truck a wooden filing cabinet ordered from you a week ago. When I uncrated the cabinet, I found the middle file to be defective. The base of this drawer is split, and one side is completely splintered.

I don't know whether the damage occurred in transit or at the factory, but since the drawer is not usable, I should like to have it exchanged. Since the rest of the cabinet is in good condition, it will be necessary to replace only the drawer. Will you send your truck with a replacement as soon as possible? I shall greatly appreciate your prompt action.

Yours truly,

(Mrs.) Martha Jensen

QUESTIONS:

1. Which of the two letters is the more courteous?
2. Which will receive the best service in the matter of adjustment?
3. Point out weak spots in the discourteous letter

WRITING CORRESPONDENCE

CLAIM LETTER

AUTO MECHANICS
ELECTRONICS
ACTIVITIES

AUTO MECHANICS

ACTIVITY:

1. Read the information packet on business letters.
2. Obtain addresses for the following companies.
3. Write claim letters as follows:

   a. To: Oregon Auto Insurance Co.
   Claim adjustment as follows:
   A reported accident to the company on January 1, 1983, was successfully handled, and prompt attention was much appreciated.

   b. To: Sun Electric Corporation
   Claim adjustment as follows:
   Have had unsatisfactory performance and excessive repair cost on a sun test equipment number 1020.

   c. To: Postmaster, West Linn
   Claim adjustment as follows:
   Letter requesting follow-up or investigation of correspondence not received from General Motors Corporation, Detroit, Michigan. Your personal contact with the company reveals correspondence was sent June 1, 1982.

ELECTRONICS

ACTIVITY

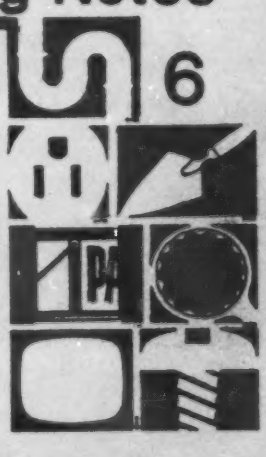
1. Obtain the addresses of the following companies:
2. Write claim letters as follows:

   a. To: EICO Company
      Claim adjustment as follows:
      VTVM broken on arrival from the company.

   b. To: Hickok Teaching Systems, Inc.
      Claim adjustment as follows:
      Digital counter, volt meter Mac-735, has broken and there was a one-year warranty on it.

   c. To: Heathkit Company
      Claim adjustment as follows:
      An oscilloscope you ordered was damaged enroute.

Summarizing and Taking Notes



Writing today in the vocational classroom means effective telecommunications for tomorrow.

SUMMARIZING AND NOTETAKING

INTRODUCTION

In any communication setting, students are often faced with the necessity of repeating a message or summarizing what someone else has said. Not only does this task take place orally, it is also taking place when students repeat in their own words what they have read or heard in written form. Students have a difficult time in clearly and concisely restating information in a meaningful way.

The following provides information, guides, and exercises for summarizing and taking telephone messages:

SUMMARIZING

Summarizing is a shortened version of the original, repeating the highlights of discussion.

Students summarize on a daily basis, whether it be a conversation they had with a student or repeating what happened in a class. More formally, however, summarizing is a needed skill in writing; especially when writing to inform.

The following steps should be used when summarizing:

Step 1: Taking Notes

1. When taking notes include the **purpose** of the original writing.

2. Include the **main idea.** Before you begin to summarize, read the paragraph all the way through. Try to decide what the main idea of the writing is. If you are not sure, write down point by point what the author is saying. This will help you find the main idea.

3. Next, list the **main subdivisions**

4. The **source** of the material should include the author's name, book, title, publisher, date, pages.

5. Notes should follow the same order as the original material and the same proportion as the original.

Step 2: Put the notes into paragraph form

- In the opening include name of the writing, author of the material, main idea of the writing.
- Use notes of identify key events. Leave out details which illustrate, examples, numbers, facts, and focus on ideas.
- Avoid quoting the author unless essential for literary quality or interpretation.
- Keep the same order as the original.
- Keep the same proportions as the original.
- Vary the length and style of the sentences.

NOTETAKING

Students often are given the task of answering the phone. This task is considered an entry level task; therefore, it is assumed that students know how to take messages.

In order to take messages, students must develop their listening skills. It is necessary for students to comprehend the message before they are able to summarize it. Students must be given guides for selecting information to be recorded from a telephone message. The following essay, **Recording Telephone Messages**, may be used with students to define the essentials of message taking.

RECORDING TELEPHONE MESSAGES

Most business firms use a form for recording telephone messages. The correct use of the telephone message form can speed business, build goodwill, project your best possible image, and elevate your office in the eyes of your superiors.

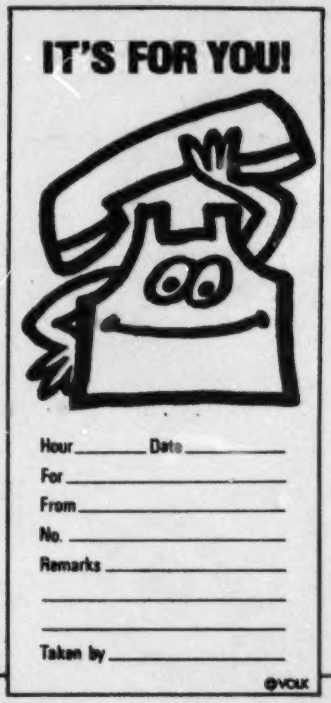
It is important to be familiar with the parts of the telephone message form. Obtain a pad of telephone message forms and study the format carefully. Each part of the form serves an important function. The person for whom the message is intended needs to know the date the call came in because the message may not be received until the next day or the parties involved may have seen each other in the meantime. The time when the call was received should be recorded because sometimes it makes a difference whether the message came in the morning or the afternoon. Include the name of the person calling, the company name, the telephone number, and what action is necessary. If the message involves numerous details or is complex, repeat the message for verification. (If you must preserve confidentiality, politely ask the caller to repeat the message for verification.) If uncertain of the caller's name, ask that the name be spelled. Initial the form so the person called will know with whom to check for further details. If the message form is used correctly, your employer will be prepared to take care of all calls without delay.

Develop the habit of picking up a pen and reaching for a message form as the telephone rings. Write down the message legibly as the information is given; do not attempt to remember a call. Simultaneously, put that smile into your voice so you will make the right impression on your caller. Tact, courtesy, and a genuine attempt to help the caller are basic to good telephone manners. Many secretaries keep a carbon of messages in case the original is misplaced.

SUMMARIZING & NOTETAKING ACTIVITIES

Listening for Recording Telephone Messages

CROSS CURRICULAR



Students are provided with a tape recording of the narrative "Recording Telephone Messages." Students may listen to the tape individually or it may be used with the entire class.

After students have listened to the tape, the teacher hands out the Response Sheets for Recording Telephone Messages. Students are directed to place the paper in the typewriter and align their carriage with line one. The teacher then reads the questions, allowing time for students to respond and to check their answers.

Questions for Recording Telephone Messages

1. What do businesses use to record telephone messages on?
2. What are the advantages of the correct use of the telephone message form?
3. Why does the person receiving the telephone message need to know the date of the call.
4. Why is it important to record the time when the call was received?
5. What other information should be included in a telephone message?
6. Why would you, the receiver, repeat the message?
7. Under what circumstances would you ask the sender to repeat the message.
8. What habit should you develop and employ as the telephone rings?
9. How can you make the right impression on your caller?
10. What items are basic to good telephone manners?
11. Why do secretaries keep carbons of messages?

RESPONSE SHEET FOR RECORDING TELEPHONE MESSAGES

After listening to portions of the narrative on **Recording Telephone Messages**, type your response to the questions presented by your instructor. Remember to listen carefully for the main idea and supporting evidence.

1. _____
Telephone message form

2. _____, _____, _____ and _____
speed business, build goodwill, protect your best possible image, and elevate your office in the eyes of your superiors

3. _____ and _____
the message may not be received until the next day
the parties involved may have seen each other in the meantime

4. _____
sometimes it makes a difference whether the message came in the morning or the afternoon

5. _____, _____, _____, and _____
include the name of the person calling, the company name, the telephone number, what action is necessary, your initials as the receiver of the message

6. _____
if the message involves numerous details or is complex, repeat for verification

7. _____
to preserve confidentiality

8. _____
picking up a pen and reaching for a message form

9. _____
put a smile into your voice

10. _____, _____, and _____
tact, courtesy, and a genuine attempt to help the caller

11. _____
in case the original is misplaced

Recording Telephone Messages

The student is provided with the following case problem:

On October 5, you received the following calls in the absence of your employer. Have your pen and telephone message forms available to take the necessary messages. Record the calls in your best handwriting as you receive them. If you did not receive sufficient information, list the additional information your employer, Robert Michelsonn, will need to return the calls.

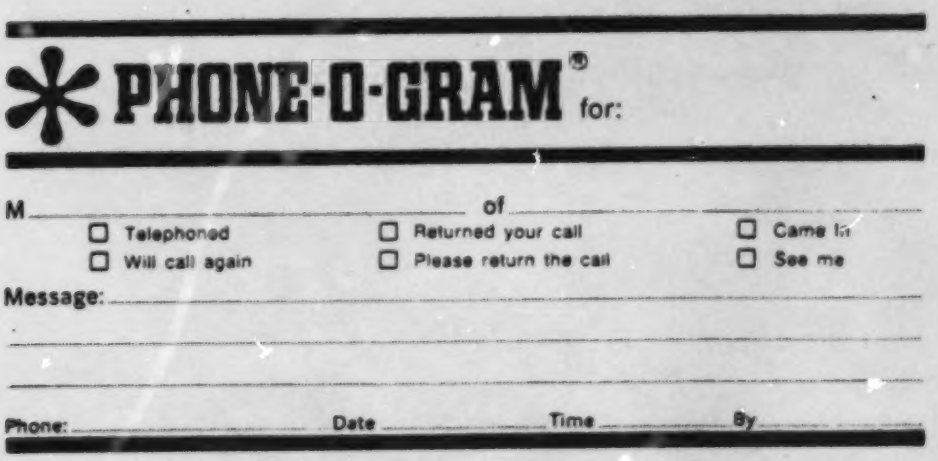
8:30 a.m. Ms. Janet Mihai calls your employer and asks that he telephone her before noon at 964-0050.

9:30 a.m. Ms. Michelsonn calls. She has made her husband a special appointment at 5:30 p.m. to have his tires balanced.

9:45 a.m. John Ratcliffe calls your employer to remind him of their 12:30 luncheon date at Hotel Adams.

1:45 p.m. Ms. Josephine Hahn (964-7290) calls about a newspaper advertisement concerning an office trainee position you know is to be filled this month.

2:00 p.m. Edward Bartoli, an important supplier, calls while Mr. Michelsonn is meeting with a group to plan a new housing development.



Giving and Receiving Instructions

Write a series of instructions for a new employee. Work with a partner and rephrase the instructions in his or her own words. Ask your partner some specific questions about the message you have just given.

EXAMPLE*

"Your job at this dry-cleaning shop will be to work at the front desk and meet the customers. You will receive the clothes to be cleaned and give receipts to the customers. You must immediately pin a ticket to every garment brought in. Be sure the customer gets the receipt. Suits will cost $1.50 to be dry cleaned. Sweaters will cost $1.00. Dresses will be $1.25."

1. Where are you working?
2. How much does it cost to have a suit cleaned?
3. What do you do with the receipts?
4. What must you do immediately after receiving the garment?

Paraphrasing

Provide each student with a copy of the following sentences and have them rewrite the ideas completely and explicity.

1. The student ran out to the car dropping his or her books.
2. They say that there are many job openings for Specialized Office Assistants.
3. If you can do your business math homework, please teach it to Kerry.
4. Did you see the teacher in the hall with a balloon?
5. I refused to mow the lawn, which angered my parents.
6. Cotton girls' gym suits are now in the bookstore for sale.
7. A modeling agency previews all the applicants' photographs and then gives them a job.
8. The keyboard operator watched the repair person keying the letter.
9. Tom made the winning basket who dates Terrie.

Rewriting Information

The following types of exercises aid in comprehending messages and restating them accurately in relation to intent of the author. These exercises can be applied to different types of activities:

1. Have students practice rewriting their own composition in summary form.

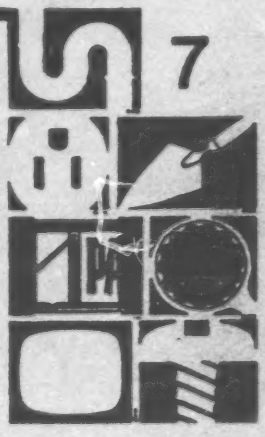
2. Direct students to write, in summary form, information contained in a letter, a report, or a chapter in a text.

3. The teacher or another student acts as the employer and gives a lengthy written explanation of a procedure for enrolling for a new insurance program. The student is instructed to summarize the message in summary form for the employee newsletter.

Composing from Notes

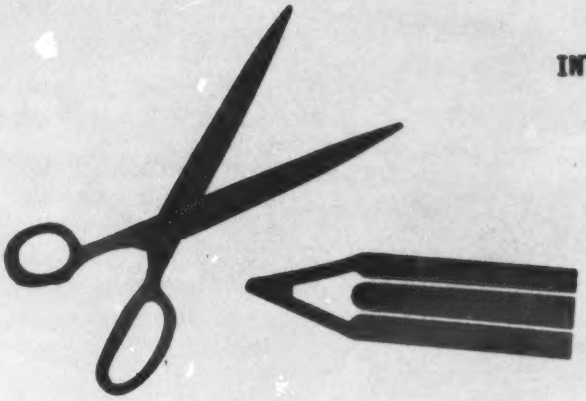
The student is provided with notes which are unorganized. From this information, the student is to compose an informal report. The students will need to judge how the material should be organized and present the main points in a usable one-page report.

Rewriting, Editing, Proofreading



"The most valuable of all talents is that of never using two words when one will do."

Thomas Jefferson



Rewriting and editing is an essential part of writing. No matter how careful a person is when writing, errors do occur. Therefore, it is highly important that the student needs to know how to reread the material and apply revising techniques to improve their writing.

REWRITING AND EDITING

The following steps need to be taught to students for effective rereading for writing and editing:

Step 1 Read through the entire piece of writing for sense only. Read for clarity and organization. Don't worry about grammar or mechanics.

- If the paper doesn't make sense, go through the paper and underline the first sentence of each paragraph.
- Read these sentences together.
- Determine if these sentences are in a logical sequence, leading to a logical conclusion. Do they make sense?
- Change the order of the material if needed to make sense. Mark the paper when you find that something needs changing. Use circles and arrows to move material. Use brackets around a paragraph if it needs to be moved. If a paragraph restates what has already been said, then it should be omitted.

Step 2 Reread and check the organization of each paragraph. Check for sentence structure and organization.

- Check each paragraph for:
  - Time order. If the time order is incorrect, then mark the material for rewriting. Indicate how the information should be moved.
  - Development of one idea. If any of the sentences within the paragraph do not relate to the idea being developed, cross it out.
  - Variety of sentence structure. If when checking the paragraph, it sounds dull and is filled with the same type of sentence--such as three simple sentences in a row--identify a need for revision. Sentences of this type may be rewritten into compound or complex sentences to obtain variety.

Step 3 Reread for grammatical errors and marking errors for agreement, tense, pronouns, plurals, punctuation and capitalization.

PROOFREADING

Proofreading is one of the most difficult tasks to teach. Teachers must realize that it is their duty to alert students to the need for proofreading. Students will not learn to utilize the techniques of proofreading unless they are provided instruction. Too often, the instructor refers to proofreading in an abstract manner without explaining how or why one should proofread. Students must have the opportunity to proofread, edit, revise, and rewrite so that they understand the purpose of proofreading. Without the ability to proofread, students are also without the ability to edit, revise, and rewrite. Thus, classtime should be devoted to the instruction of proofreading, editing, and rewriting.

Methods and Techniques

Some recommended methods and techniques for teaching and reinforcing proofreading skills are:

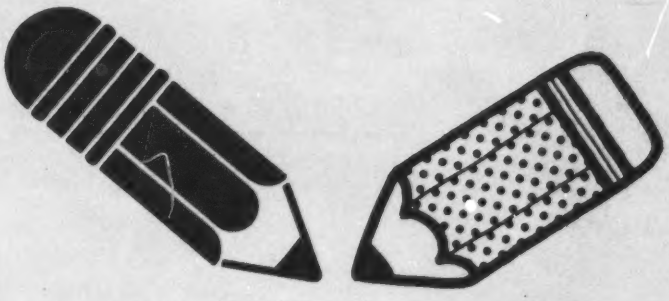
1. Students should proofread their work from the beginning of instruction.
2. Proofreading marks should be taught.
3. Teachers should be aware of the different reading rates of students and should not rush them when proofreading.

4. Rules of English usage and the mechanics of language should be taught and reviewed constantly.
5. Publicize and exhibit typographical errors from daily newspapers and other printed sources.
6. Provide reference materials such as dictionaries and English handbooks.
7. Penalize students' papers for not identifying errors. Return the papers and do not give a grade.
8. Use a committee of two. Students exchange papers and proofread. All errors in mechanics are marked. The paper is returned to the owner for correction. This strategy works well as students will often argue about the correct construction.

The techniques for students to use when proofreading are:

1. Use a colored plastic ruler or pencil; moving it down line for line as the work is checked.
2. Read slowly--word for word--for sense, as well as for accuracy.
3. Indicate errors in margins nearest the errors.
4. Question anything not clear.

If proofreading someone else's work, note errors but do not make changes without prior approval.



Use class writing assignment or the following paragraphs:

Read the following paragraphs **three** times:

First for overall organization--mark paragraphs if they are out of order.

Second for paragraph organization--if a sentence is out of order, mark it where you want it to go for rewriting.

Third for grammatical and mechanical errors--mark any errors and correct them for rewriting

* * * * * * * * * * *

The board ride was five hour long. We travel all the way to the end of the lake and back. a distance of sixty-four mile. along the way we pass among green islands, and tall mountains. When the trip ended I decided that it had been the more peaceful and beautiful ride I have ever took.

When we first arrive at the lake I didnt know what to do. Finally my friend said, let's go on the boat ride. There seem to be so many things happening that I couldn't make up, my mind. I said, "All right," and we got on the boat.

(A key is provided on the next page.)

* * * * * * * * * * *

Fourth for rewriting--after marking the corrections, rewrite the paragraphs correctly.

Begin this type of activity with short paragraphs and progress to three and four longer paragraphs. If you provide keys for the students, this can be used as individualized work.

KEY:

* * * * * * * * * * *

The board ride was five hour long. We travel all the way to the end of the lake and back a distance of sixty-four mile along the way we pass among green islands and tall mountains. When the trip ended I decided that it had been the ~~more~~ most peaceful and beautiful ride I have ever ~~took~~ taken.

When we first arrive at the lake I didnt know what to do. Finally my friend said, let's go on the boat ride. There seem to be so many things happening that I couldn't make up my mind. I said, "All right," and we got on the boat.

* * * * * * * * * * *

Reprinted with permission from: PARAGRAPH PATTERNS. The McGraw-Hill Basic Skills System. McGraw-Hill Book Company, 1970, p. 97, frame 203.

FOR YOUR NOTES